

A-37

LOUIS HARRIS AND ASSOCIATES, INC.
1 ROCKEFELLER PLAZA
NEW YORK, NEW YORK 10020

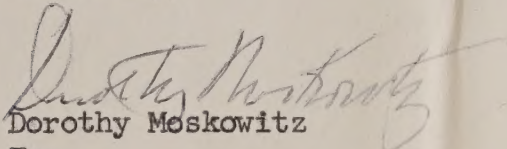
October 5, 1966

Miss Patricia Saltenstall
4531 Klinge Street, N.W.
Washington, D. C.

Dear Miss Saltenstall:

I'm enclosing a ~~xerox~~ copy of our article in Monday's (October 3) Washington Post. Mr. William M. Kunstler called me this afternoon and asked that I send it to you.

Sincerely,


Dorothy Moskowitz
Enc.

October 2, 1911

Dear Sir,
I have the pleasure to acknowledge the receipt of your letter of the 29th inst.

and in reply to inform you that the same has been forwarded to the proper authorities.

I am, Sir, very respectfully,
Yours faithfully,
J. H. [Signature]

Enclosed

Very truly yours,
J. H. [Signature]

This Is Washington—II

73 Per Cent of the City's Negroes Have Lived Here at Least Ten Years

The people with the deepest roots in the Washington community are the Negroes.

Nearly 3 of 4 Negroes have lived in this area ten

years or more—a figure that shatters the myth that Washington is peopled largely by rural Negroes fresh off the farms of the South.

Only 1 in 25 Negroes who moved here in the last ten years came directly from rural homes. Another third lived in small towns. But slightly more than half of Washington's Negroes—the same as for area whites—are from a big city-suburbs background if they came here in the last decade.

Negroes have a feeling of pride in Washington, and most feel at home here, their answers show in a survey conducted by Public Opinion Analyst Louis Harris for The Washington Post.

"There is little of the hollow feeling that Negroes express in Harlem, Bedford-Stuyvesant, Southside Chicago, or Philadelphia," Harris observes.

Many of Washington's Negro families are in the second and even third generation, many coming here early in the great World War

II migration from Southern farms to Northern manufacturing cities and jobs. Newcomers from the South form a relatively small part of Washington's stable Negro community, the survey indicates.

Washington has still another undeserved reputation. It is often pictured as a restless transient town of revolving-door residents without roots or allegiance to the community.

The myth of transiency has been nurtured in surface impressions of moving vans, prospering real estate agents, short stopovers of military and Government people shuttling between posts, and the constant changing of the political guard.

But these are the findings of the Post-Harris survey:

- Most of the people in the Washington area—3 of 5—have lived here ten years or more. Just over half the whites and 73 per cent of

See HARRIS, A8, Col. 2

October 2, 1901

73 Per Cent of the City's Negroes Have Lived Here at Least Ten Years

The people with the longest average length of residence in the city are the Negroes, nearly 75 per cent of whom have lived in the city for ten years or more.

It appears from the figures that the Negro population of the city is becoming more permanent. The average length of residence for the Negroes is 10.7 years, while for the whites it is 10.1 years. This is a significant increase from the figures of 10.1 years for the Negroes and 9.8 years for the whites in 1900. The figures for 1901 show that the Negro population is becoming more settled in the city, and that the white population is also becoming more permanent. The figures for 1901 show that the Negro population is becoming more settled in the city, and that the white population is also becoming more permanent. The figures for 1901 show that the Negro population is becoming more settled in the city, and that the white population is also becoming more permanent.

Most Negroes Here Have Strong Ties

the Negroes qualify as long-term residents.

	Total	Total Negro	Total White	D.C.	P.G.	Mont.	Arl.	Fair.
Under 1 yr.	8	4	10	5	5	12	13	13
1-3 yrs.	12	9	14	11	12	11	20	13
4-5 yrs.	7	5	8	6	5	10	5	12
6-10 yrs.	13	9	14	9	12	13	14	21
Over 10 yrs.	43	53	38	53	37	40	35	28
Always	17	20	16	16	29	14	13	13

(Figures represent percentages)

• And, yes, there is such a thing as a Washington native. Breaking the figures out of the above chart, one in every 5 Negroes and 1 in 12 whites who live in the District were born here.

What is forgotten in talking about Washington's transient population is that the stiff backbone of the working population is made up of a large cadre of civil servants, who hold the surest and steadiest jobs outside of a hereditary sinecure.

They form a stable white-collar enclave that more than holds its ground during receding and rising national crises. Depression-proof Government business generates a third of the jobs here. And, of course, many more jobs are tied to the presence of the Government and its employes.

The myth of Washington transiency perhaps can be traced in part to what Constance McLaughlin Green has characterized as "psychological impermanence."

Mrs. Green, the Pulitzer Prize historian on Washington, sees this as a particular affliction of much of the upper-strata residents who hold high-position Government posts.

These are the permanent temporary residents in "un-counted thousands . . . who have lived here pleasurably for years (and) have never labeled themselves Washingtonians or . . . delayed so long in acknowledging their allegiance that the community lost much of the benefit of their participating presence."

They are joined by the

many others who still talk about going "back home" to Boise, Idaho, or Canton, Ohio. It is a state of mind—and talk—that fosters the impression of high transiency. A little more than a quarter of Washington area residents still think of another place as home, they told survey interviewers.

Washington does have the mobility of the fastest-growing metropolitan area in the United States.

A high 32 per cent of the whites (nearly double the figure for Negroes) have come to live in the area within the last five years.

The most volatile of the suburbs is Arlington, which serves as a kind of reception center for white newcomers with families looking for reasonably priced apartments within commuting range of Government jobs in Washington. A third of the Arlingtonians have been here three years or less. But many also stay and settle down in the County. Nearly half are long-term residents or ten years or more.

If half of Washington's people come from a big cities and suburbs, there is another half coming from small cities, and rural areas.

For many of these Washington offers their first experience in the urban living of a metropolitan center. Substantial majorities feel the Nation's Capital sets a good example in cultural opportunities, integration, and helping people live decently when compared with other big cities.

The following table shows in percentages where the people came from who have moved to the Washington area in the last 10 years:

	Total	Total Negro	Total White	D.C.	P.G.	Mont.	Arl.	Fair.
Big City	37	33	39	45	68	22	30	31
Suburbs	15	19	14	14	32	6	23	23
Small City	18	13	20	19	8	16	20	23
Sm'l Town	24	31	20	19	16	25	36	15
Rural	6	4	7	3	8	5	8	8

L-10

Public Schools of the District of Columbia

PUPIL-TEACHER RATIOS AND NUMBERS OF TEACHERS NEEDED IN REGULAR CLASSES OF THE SECONDARY DAY SCHOOLS,
OCTOBER 1964, COMPUTED ACCORDING TO THE POLICY APPROVED BY THE
BOARD OF EDUCATION IN MARCH 1957

CONFIDENTIAL

Pupil Teacher Ratios

What?

Prepared by
Department of General Research, Budget, and Legislation
Office of the Statistician
February 9, 1965

See Polygrams 16 and 17



REPORT OF THE
COMMISSIONER OF THE DISTRICT OF COLUMBIA
FOR THE YEAR 1892

REPORT OF THE DISTRICT OF COLUMBIA



Table 1.--Pupil-Teacher Ratios and Numbers of Teachers Needed in Regular Classes of the Junior High Schools, October 1964,
Computed According to the Policy Approved by the Board of Education in March 1957

School (1)	Total pupil member- ship in regular classes Oct. 22, 1964a/	Weekly pupil-periods of instruction, October 22, 1964			Percent col. 4 is of col. 3	Percent col. 5 is of col. 3	Number of full-time pupil equivalentsb/	Actual number of teachers, October 22, 1964c/	Adjusted number of teachers, October 22, 1964d/	Pupil-teacher ratio October 1964e/	Number of teachers needed, October 1964f/								
		Total, regular classes	Academic subjects and art	Shop and home economics								Shop and home economics Total							
Backus	1,218	36,750	34,746	2,004	94.55	5.45	1,151.6	66.4	47.0	42.0	5.0	46.0	41.1	4.9	28.0	13.6	46.1	3.7	49.8
Banneker	1,399	38,735	35,825	2,910	92.49	7.51	1,293.9	105.1	52.0	47.2	4.8	51.0	46.3	4.7	28.0	22.4	51.8	5.8	57.6
Browne Deal	1,011 1,176	28,605 34,265	26,015 32,690	2,590 1,575	90.95 95.40	9.05 4.60	919.5 1,121.9	91.5 54.1	44.0 48.0	39.4 44.0	4.6 4.0	43.0 47.0	38.5 43.1	4.5 3.9	23.9 26.0	20.3 13.9	36.8 44.9	5.1 3.0	41.9 47.9
Douglas	836	23,025	20,835	2,190	90.49	9.51	756.5	79.5	31.0	26.8	4.2	30.0	25.9	4.1	29.2	19.4	30.3	4.4	34.7
Eliot	1,073	31,075	28,315	2,760	91.12	8.88	977.7	95.3	46.0	39.0	7.0	45.0	38.2	6.8	25.6	14.0	39.1	5.3	44.4
Evans	723	22,493	21,306	1,187	94.72	5.28	684.8	38.2	30.0	27.2	2.8	29.0	26.3	2.7	26.0	14.2	27.4	2.1	29.5
Francis	682	19,875	17,410	2,465	87.60	12.40	597.4	84.6	30.0	26.0	4.0	29.0	25.1	3.9	23.8	21.7	23.9	4.7	28.6
Garnet- Patterson	687	19,640	17,836	1,804	90.81	9.19	623.9	63.1	27.0	23.4	3.6	26.0	22.5	3.5	27.7	18.0	25.0	3.5	28.5
Gordon	997	29,823	27,544	2,279	92.36	7.64	920.8	76.2	39.0	34.5	4.5	38.0	33.6	4.4	27.4	17.3	36.8	4.2	41.0
Hart	1,324	40,070	36,480	3,590	91.04	8.96	1,205.4	118.6	51.7	43.0	8.7	50.7	42.2	8.5	28.6	14.0	48.2	6.6	54.8
Hine	811	24,462	23,189	1,273	94.80	5.20	768.8	42.2	34.0	30.3	3.7	33.0	29.4	3.6	26.2	11.7	30.8	2.3	33.1
Jefferson	594	17,947	17,259	688	96.17	3.83	571.2	22.8	25.2	23.5	1.7	24.2	22.6	1.6	25.3	14.3	22.9	1.3	24.2
Kramer	1,044	30,770	27,745	3,025	90.17	9.83	941.4	102.6	42.9	36.9	6.0	41.9	36.0	5.9	26.2	17.4	37.7	5.7	43.4
Langley	1,053	32,022	27,687	4,335	86.46	13.54	910.4	142.6	42.0	34.2	7.8	41.0	33.4	7.6	27.3	18.8	36.4	7.9	44.3
Macfarland	1,319	41,192	39,023	2,169	94.73	5.27	1,249.5	69.5	54.0	48.8	5.2	53.0	47.9	5.1	26.1	13.6	50.0	3.9	53.9

(Continued on next page)

Table 1.--Pupil-Teacher Ratios and Numbers of Teachers Needed in Regular Classes of the Junior High Schools, October 1964
Computed According to the Policy Approved by the Board of Education in March 1957
(Continued)

School	Total pupil membership in regular classes Oct. 22, 1964 ^a (2)	Weekly pupil-periods of instruction, October 22, 1964			Percent col. 4 is of col. 3 (6)	Percent col. 5 is of col. 3 (7)	Number of full-time pupil equivalents ^b (9)	Actual number of teachers, October 22, 1964 ^c			Adjusted number of teachers, October 22, 1964 ^d			Pupil-teacher ratio October 1964 ^e		Number of teachers needed, October 1964 ^f			
		Total, regular classes (3)	Academic subjects and art (4)	Shop and home economics (5)				Total, regular classes (10)	Academic and art (11)	Shop and home economics (12)	Total, regular classes (13)	Academic and art (14)	Shop and home economics (15)	Academic and home economics (16)	Shop and home economics (17)	Academic and home economics (18)	Shop and home economics (19)	Total (20)	
Miller Paul	1,065 1,138	30,691 34,428	27,276 32,519	3,415 1,909	88.87 94.46	11.13 5.54	946.5 1,075.0	118.5 63.0	45.0 44.9	37.2 40.9	7.8 4.0	44.0 43.9	36.4 40.0	7.6 3.9	26.0 26.9	15.6 16.2	37.9 43.0	6.6 3.5	44.5 46.5
Randall Shaw	825 946	24,638 24,040	22,108 21,695	2,530 2,345	89.73 90.25	10.27 9.75	740.3 853.8	84.7 92.2	34.0 35.0	28.8 30.0	5.2 5.0	33.0 34.0	28.0 29.1	5.0 4.9	26.4 29.3	16.9 18.8	29.6 34.2	4.7 5.1	34.3 39.3
Sousa Stuart	1,053 743	30,720 20,465	28,675 18,880	2,045 1,585	93.34 92.26	6.66 7.74	982.9 685.5	70.1 57.5	43.0 26.0	36.2 22.4	4.8 3.6	42.0 25.0	37.3 21.5	4.7 3.5	26.4 31.9	14.9 16.4	39.3 27.4	3.9 3.2	43.2 30.6
Taft Terrell	1,148 1,063	34,970 31,349	32,625 28,429	2,345 2,920	93.29 90.69	6.71 9.31	1,071.0 964.0	77.0 99.0	45.8 42.0	41.2 35.6	4.6 6.4	44.8 41.0	40.3 34.8	4.5 6.2	26.6 27.7	17.1 16.0	42.8 38.6	4.3 5.5	47.1 44.1
Woodson	1,124	34,327	31,827	2,500	92.72	7.28	1,042.2	81.8	47.5	41.3	6.2	46.5	40.4	6.1	25.8	13.4	41.7	4.5	46.2
Total, junior high	25,052	736,377	677,939	58,438	92.06	7.94	23,055.9	1,996.1	1,007.0	881.8	125.2	982.0	859.9	122.1	26.8	16.4	922.2 ^h	110.9 ^h	1,033.1 ^h
Vacant positions ^g /	--	--	--	--	--	--	--	--	6.5	5.7	.8	6.5	5.7	.8	--	--	--	--	--
Total, including vacant positions	25,052	736,377	677,939	58,438	92.06	7.94	23,055.9	1,995.1	1,013.5	887.5	126.0	988.5	865.6	122.9	26.6	16.2	--	--	--

(Footnotes on next page)

(Footnotes on next page)

FOOTNOTES FOR TABLE 1 -- JUNIOR HIGH SCHOOLS, OCTOBER 22, 1964

a/ This column does not include pupils in special education.

b/ The number of full-time equivalents in academic and art subjects = Col. 2 x col. 6. The number of pupil equivalents in shop and home economics = Col. 2 x col. 7.

c/ The figures shown for teachers do not include counselors, librarians, teachers of instrumental music, itinerant remedial teachers, or teachers of special education.

For the purpose of computing pupil-teacher ratios by the new formula, each teacher who taught both academic or art subjects and shop or home economics is considered as consisting of two parts, each part being equal to the decimal fraction which the sum of the teacher's weekly periods of instruction in the specified area (academic and art or shop and home economics) was of his total weekly periods of instruction in the two areas combined. The periods of instruction used in this computation are teacher periods, not pupil periods.

d/ In computing "adjusted" total number of teachers as of October 22, 1964, the actual total of regular-class teachers in each school (col. 10) was decreased by 1 in order to allow for activities assignments, as provided in the new Board policy. The adjusted total (col. 13) was then distributed between "academic" and "shop" teachers (cols. 14 and 15) in the same proportions as occurred in the same school between the actual numbers of teachers in the two categories (cols. 11 and 12).

e/ The ratio for academic and art subjects = Col. 8 ÷ col. 14. The ratio for shop and home economics = Col. 9 ÷ col. 15.

f/ For each school, and for all junior high schools combined, the number of teachers needed for academic and art classes = Col. 8 ÷ 25 pupils. The number of teachers needed for shop and home economics = Col. 9 ÷ 18 pupils. These numbers do not include the equivalent of 1 teaching position allowed per building for activities assignments under the new Board policy on pupil-teacher ratio.

g/ For the purpose of this table, vacant positions are distributed between "academic" and "shop" in the same proportions as were the teachers on duty in all junior high schools combined.

h/ When the figures for each school in columns 18, 19, and 20 are rounded to the nearest whole teacher and the results are added for each column, the sum for col. 18 is 923 as compared to 922 computed directly for the city as a whole; the sum for col. 19 is 113, as compared to 111 computed directly for the city as a whole; and the sum of col. 20 is 1,035, as compared to 1,033 computed directly for the city as a whole. The sum of the separately rounded figures for individual schools in both columns 18 and 19 is 1,036.

Table 2.--Pupil-Teacher Ratios and Numbers of Teachers Needed in Regular Classes of the Senior High Schools, October 1964,
Computed According to the Policy Approved by the Board of Education in March 1957

School	Total pupil membership in regular classes Oct. 22, 1964 ^a (2)	Weekly pupil periods of instruction, October 22, 1964			Percent col. 4 is of col. 3 (6)	Percent col. 5 is of col. 3 (7)	Number of full-time pupil equivalents ^b (8)	Shop, home eco-nomics, academic subjects and art (9)	Actual number of teachers, October 22, 1964 ^c			Adjusted number of teachers, October 22, 1964 ^d			Pupil-teacher ratio October 1964 ^e		Number of teachers needed, October 1964 ^f		
		Total, regular classes (3)	Shop, home eco-nomics, academic subjects and art (4)	Percent col. 4 is of col. 3 (5)					Total, regular classes (10)	Academic subjects and art (11)	Shop, home eco-nomics, academic subjects and art (12)	Total, regular classes (13)	Academic subjects and art (14)	Shop, home eco-nomics, academic subjects and art (15)	Academic subjects and art (16)	Shop, home eco-nomics, academic subjects and art (17)	Academic subjects and art (18)	Shop, home eco-nomics, academic subjects and art (19)	Total (20)
Anacostia	1,439	41,593	38,144	91.71	8.29	1,319.7	119.3	56.8	50.8	6.0	54.8	49.0	5.8	26.9	20.6	52.8	6.6	59.4	
Ballou	1,344	40,814	35,479	86.93	13.07	1,168.3	175.7	53.6	44.6	9.0	51.6	42.9	8.7	27.2	20.2	46.7	9.8	56.5	
Cardozo	1,784	50,979	45,564	89.38	10.62	1,594.5	189.5	63.4	54.4	9.0	61.4	52.7	8.7	30.3	21.8	63.8	10.5	74.3	
Coolidge	1,540	46,147	42,614	92.34	7.66	1,422.0	118.0	56.2	50.0	6.2	54.2	48.2	6.0	29.5	19.7	56.9	6.6	63.5	
Dunbar	1,416	43,950	41,155	93.64	6.36	1,325.9	90.1	50.4	45.8	4.6	48.4	44.0	4.4	30.1	20.5	53.0	5.0	58.0	
Eastern	2,628	75,488	70,323	93.16	6.84	2,448.2	179.8	92.4	83.0	9.4	90.4	81.2	9.2	30.2	19.5	97.9	10.0	107.9	
McKinley	1,923	57,730	51,125	88.56	11.44	1,703.0	220.0	75.8	64.4	11.4	73.8	62.7	11.1	27.2	19.8	68.1	12.2	80.3	
Roosevelt	1,527	46,113	43,738	94.85	5.15	1,448.4	78.6	61.2	57.0	4.2	59.2	55.1	4.1	26.3	19.2	57.9	4.4	62.3	
Spingarn	1,840	54,925	49,850	90.76	9.24	1,670.0	170.0	71.0	61.3	9.7	69.0	59.6	9.4	28.0	18.1	66.8	9.4	76.3	
Western	1,247	38,056	35,566	93.46	6.54	1,165.4	81.6	48.5	44.2	4.3	46.5	42.4	4.1	27.5	19.9	46.6	4.5	51.1	
Wilson	1,365	43,432	39,824	93.85	6.15	1,281.1	83.9	53.3	48.6	4.7	51.3	46.8	4.5	27.4	18.6	51.2	4.7	55.9	
Total, senior high 18,053	538,227	493,382	44,845	91.67	8.33	16,546.5	1,506.5	682.6	604.1	78.5	660.6	584.6	76.0	28.3	19.8	661.9 ^h	83.7 ^h	745.6 ^h	
Vacant positions ^g /	--	--	--	--	--	--	--	18.0	15.9	2.1	18.0	15.9	2.1	--	--	--	--	--	
Total, including vacant positions 18,053	538,227	493,382	44,845	91.67	8.33	16,546.5	1,506.5	700.6	620.0	80.6	678.6	600.5	78.1	27.6	19.3	--	--	--	

(Footnotes on next page)

(Footnotes on next page)

FOOTNOTES FOR TABLE 2 -- SENIOR HIGH SCHOOLS, OCTOBER 22, 1964

- a/ This column does not include pupils in special education.
- b/ The number of full-time equivalents in academic subjects = Col. 2 x col. 6. The number of pupil equivalents in shop, home economics, and art = Col. 2 x col. 7.
- c/ The figures shown for teachers do not include counselors, librarians, teachers of instrumental music, military science teachers, driver-training teachers, itinerant remedial teachers, or teachers of special education.

For the purpose of computing pupil-teacher ratios by the new formula, each teacher who taught both academic and shop, home economics, or art subjects is considered as consisting of two parts, each part being equal to the decimal fraction which the sum of the teacher's weekly periods of instruction in the specified area (academic or shop, home economics, and art) was of his total weekly periods of instruction in the two areas combined. The periods of instruction used in this computation are teacher periods, not pupil periods.
- d/ In computing the "adjusted" total number of teachers as of October 22, 1964, the actual total of regular-class teachers in each school (col. 10) was decreased by 2 in order to allow for activities assignments, as provided in the new Board policy. The adjusted total (col. 13) was then distributed between "academic" and "shop" teachers (cols. 14 and 15) in the same proportions as occurred in the same school between the actual numbers of teachers in the two categories (cols. 11 and 12).
- e/ The ratio for academic subjects = Col. 8 ÷ col. 14. The ratio for shop, home economics and art = Col. 9 ÷ col. 15.
- f/ For each school, and for all senior high schools combined, the number of teachers needed for academic classes = Col. 8 ÷ 25 pupils. The number of teachers needed for shop, home economics, and art = Col. 9 ÷ 18 pupils. These numbers do not include the equivalent of 2 teaching positions allowed per building for activities assignments under the new Board policy on pupil-teacher ratio.
- g/ For the purpose of this table, vacant positions are distributed between "academic" and "shop" in the same proportions as were the teachers on duty in all senior high schools combined.
- h/ When the figures for each school in columns 18, 19, and 20 are rounded to the nearest whole teacher and the results are added for each column, the sum for col. 18 is 663 as compared to 662 computed directly for the city as a whole; the sum for col. 19 is 86, as compared to 84 computed directly for the city as a whole; and the sum for col. 20 is 745 as compared to 746 computed directly for the city as a whole. The sum of the separately rounded figures for individual schools in both columns 18 and 19 is 749.

Table 3.--Pupil-Teacher Ratios and Numbers of Teachers Needed in Regular Classes of the Vocational High Schools, October 1964,
Computed According to the Policy Approved by the Board of Education in March 1957

Total pupil membership in regular classes Oct. 22, 1964 ^a	Weekly pupil-periods of instruction, October 22, 1964					Percent col. 4 is of col. 3	Percent col. 5 is of col. 3	Number of full-time pupil equivalents ^b	Actual number of teachers, October 22, 1964 ^c			Adjusted number of teachers, October 22, 1964 ^d			Pupil-teacher ratio, October 1964 ^e		Number of teachers needed, October 1964 ^f		
	Shop, home economics, and related subjects	Shop, home economics, and related subjects	Academic and related subjects	Total, regular classes and art	Shop, home economics, and related				Shop, home economics, and related	Academic and related	Shop, home economics, and related	Shop, home economics, and related	Academic and related	Shop, home economics, and related	Shop, home economics, and related	Academic and related	Total		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)	(20)
Bell	426	18,880	9,640	9,240	51.06	48.94	217.5	208.5	27.0	17.0	10.0	25.0	15.7	9.3	13.9	22.4	12.1	8.3	20.4
Burdick	530	18,090	9,689	8,401	53.56	46.44	283.9	246.1	23.0	12.1	10.9	22.0	11.6	10.4	24.5	23.7	15.8	9.8	25.6
Chamberlain	557	22,776	11,435	11,341	50.21	49.79	279.7	277.3	31.3	18.8	12.5	29.3	17.6	11.7	15.9	23.7	15.5	11.1	26.6
Phelps	739	30,451	12,340	18,111	40.52	59.48	299.4	439.6	36.3	17.0	19.3	34.3	16.1	18.2	18.6	24.2	16.6	17.6	34.2
Washington	642	25,448	12,108	13,340	47.58	52.42	305.5	336.5	38.9	20.5	18.4	37.9	20.0	17.9	15.3	18.8	17.0	13.5	30.5
Total, vocational high	2,894	115,645	55,212	60,433	47.74	52.26	1,386.0	1,508.0	156.5	85.4	71.1	148.5	81.0	67.5	17.1	22.3	77.0 ^h	60.3 ^h	137.3 ^h
Vacant positions ^g /	--	--	--	--	--	--	--	--	3.0	1.6	1.4	3.0	1.6	1.4	--	--	--	--	--
Total, including vacant positions. 2,894		115,645	55,212	60,433	47.74	52.26	1,386.0	1,508.0	159.5	87.0	72.5	151.5	82.6	68.9	16.8	21.9	--	--	--

(Footnotes on next page)

FOOTNOTES FOR TABLE 3 -- VOCATIONAL HIGH SCHOOLS, OCTOBER 22, 1964

- a/ This column does not include pupils in special education.
- b/ The number of pupil equivalents in shop, home economics, and art = Col. 2 x col. 6. The number of full-time equivalents in academic subjects = Col. 2 x col. 7.
- c/ The figures shown for teachers do not include counselors, librarians, teachers of instrumental music, military science teachers, and driver-training teachers, itinerant remedial teachers, or teachers of special education.

For the purpose of computing pupil-teacher ratios by the new formula, each teacher who taught both shop, home economics, or art subjects and academic or related subjects is considered as consisting of two parts, each part being equal to the decimal fraction which the sum of the teacher's weekly periods of instruction in the specified area (shop, home economics, and art or academic and related) was of his total weekly periods of instruction in the two areas combined. The periods of instruction used in this computation are teacher periods, not pupil periods.
- d/ In computing the "adjusted" total number of teachers as of October 22, 1964, the actual total of regular-class teachers in each school (col. 10) was decreased as follows to allow for activities assignments as provided in the new Board policy: by 1 position each in Burdick and M. W. Washington, and by 2 positions each in Phelps, Bell, and Chamberlain. The adjusted total in each case (col. 13) was then distributed between "shop" and "academic" teachers (cols. 14 and 15) in the same proportions as occurred in the same school between the actual numbers of teachers in the two categories (cols. 11 and 12).
- e/ The ratio for shop, home economics, and art = Col. 8 ÷ col. 14. The ratio for academic and related subjects = Col. 9 ÷ col. 15.
- f/ For each school and for all vocational high schools combined, the number of teachers needed for shop, home economics, and art = Col. 8 ÷ 18 pupils. The number of teachers needed for academic and related subjects = Col. 9 ÷ 25 pupils. These numbers do not include the equivalent of 1 teaching position allowed per building in Burdick and M. W. Washington, and the equivalent of 2 positions allowed per building in Phelps, Bell, and Chamberlain, for activities assignments under the new Board policy on pupil-teacher ratio.
- g/ For the purpose of this table, vacant positions are distributed between "academic" and "shop" in the same proportions as were the teachers on duty in all vocational high schools combined.
- h/ When the figures for each school in columns 18, 19, and 20 are rounded to the nearest whole teacher and the results are added for each column, the sum for col. 18 is 77 as compared to 77 computed directly for the city as a whole; the sum for col. 19 is 60 as compared to 60 computed directly for the city as a whole; and the sum of col. 20 is 138, as compared to 137 computed directly for the city as a whole. The sum of the separately rounded figures for individual schools in both columns 18 and 19 is 137.

Dropouts C-14

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
FRANKLIN ADMINISTRATION BUILDING
THIRTEENTH AND K STREETS NW.
WASHINGTON 5, D. C.

ASSISTANT SUPERINTENDENT

INDUSTRIAL EDUCATION
ADULT EDUCATION
SUMMER SCHOOLS

April 23, 1965



Mr. Manfred Hall
D. C. Department of Public Health
Room 4147
300 Indiana Avenue, N. W.
Washington, D. C.

Dear Mr. Hall:

As a member of the Working Party on Education, attempting to use the reporting form distributed at the April 6th meeting, I find that it is not suitable for reporting vocational education services available to the mentally retarded in the D. C. Public Schools. In lieu of the form, Mrs. Strauss suggested that I make a brief statement which might be helpful.

Strauss

The programs in our vocational high schools are designed for the 90+ I.Q. student, however, mildly retarded students who have completed the 9th grade have been enrolled in some cases. These latter students enter the same shop classes with the more able students, but may not be able to progress further than a single or semi-skilled phase of the shop subject. Our vocational programs are limited to the senior high school level (10 - 12 grades) and do not embrace programs specifically designed for the mentally retarded.

Sincerely yours,

Robert J. Volland

Robert J. Volland
Director

RJV:c

PLEASE RETURN

Gertrude Justison
4903 Cushing Dr.
Kensington, Md.

Working Party on Education
September 20, 1965

SEE TEACHER
QUALIFICATIONS

p. 3

STRAUSS QUOTES

The Education Working Party met on Monday, September 20, 1965, at Sharpe Health School, for an all day meeting.

Those attending all day were:

Ruth Strauss - Supervising Director of Special Education, Junior & Senior High Schools - Co-chairman
Dr. Blanche I. Bourne - Chief, School Health Division, Bureau of Maternal Child & Health, DCDPH
Dorothy Hamilton - Principal, Junior Village School
Rose Jones - Director, Special Services, D.C. Public Schools
Dr. Theodore Libber - Supervisor of Curriculum, Phillip's School, D.C. Schools
Sister Maureen - Director, St. Gertrude's School of Arts and Crafts
Elinor Ring - Director, Pilot School for Blind Children, Inc.
Louise S. Steele - D.C. School Board
Bertha Tayman - Supervisor, Trainable Classes and Elementary Social Adjustment Classes
Manford A. Hall - Planning Coordinator for Mental Retardation for D.C.

Those attending a half day were:

Dr. Edmonia Davidson - Associate Professor of Education - Co-chairman Howard University
Sister Mary Constantia - Director, St. Maurice Day School
Elizabeth Goodman - Principal, Sharpe Health School
Joseph Griffin - Clinical Psychologist, Pupil Personnel Services, D.C. Schools
Dr. Gertrude Justison - Associate Professor, Department of Education, Howard University
Jenny Klein - Program Director, Montgomery County A.R.C.
Rose Paper - Classroom Teacher, President Washington Chapter, CEC
Martha Rogers - Principal, Military Road School, D.C. Schools
Sister Mary St. Anne - Director, Kennedy Institute Parochial Schools
Bathrus Williams - Teacher, Special Education, Secondary Schools, D.C. Public Schools, Taft Junior High School
Jim Wyatt - Acting Superintendent of Schools, Children's Center, Laurel, Maryland

Dr. Herbert Goldstein, Director of Special Education at Yeshiva University was with us, as Consultant for the day.

The first hour was devoted to a review and discussion of the minutes of the August 13 meeting of The Trainable Child Committee, when Dr. Goldstein was present. At the top of page 4, a heading was omitted from the minutes, as follows. "The Following Have To Do With Admission Criteria." Dr. Goldstein said that we need to know how many trainable children and youth there are, and we need a definitive description of what they are like. It was brought out that each child should have a thorough assessment of his language development.

Mrs. Rosa Jones reported that no child is placed now without recommendation from Pupil Personnel Services. All children do not have thorough medicals; about 40-50% of the 250 children enrolled are seen by Gales Clinic for Retarded Children. It is also well to remember that some children are transferred from educable classes to trainable classes.

Dr. Goldstein felt that all 7 recommendations have to be elaborated on. We need to spell out recommendation number 3, perhaps suggesting what is a secondary handicap.

With respect to number 4, Dr. Goldstein said it would be preferable that this be stated positively.

With respect to the fifth recommendation, he suggested that we add that facilities ought to be planned to accommodate child's mobility problems

The new Curriculum for SMR Children was shown around, and Dr. Goldstein given a copy. This will be an ongoing concern for this school year, with teachers using it and evaluating its merits.

Dr. Goldstein stressed our need to take all characteristics of the child into account in planning what to do with him. The data we collect should be functional, so we can use it in the diagnosis of the learning disability.

It was agreed that The Trainable Child Committee meet briefly, following lunch.

With the completion of discussion on The Trainable Child, the Working Party turned its discussion to The Educable Child. The history of our track system was reviewed, and the question raised as to which children belong in the special academic classes. Mr. Griffin spoke about ideals versus realities. There are so many referrals, and so few psychologists, and some children obviously must be placed somewhere, so a pupil may be placed in the special class, pending examination. Afterwards the evaluation substantiated the placement and at times it did not. What is, has little to do at times with what is desirable. !!!

Bp. Personnel

With respect to admission criteria, we have the educationally retarded and educationally deprived versus the theoretical concept of genuine retardation. The extremes are easy, but when it gets "gray", we have difficulty. We should attempt to place a child where he can profit most. No one wants to go on record saying what should be, so we are faced with a dilemma.

Some of the questions raised relate to: scientific accuracy of diagnostic procedures; how psychologists can provide teacher with what she needs to know, so she can act intelligently; how one can function with no administrative set up and without an adequate number of psychologists. We need to look at the whole, define what the problems are and decide on the best procedures.

Dr. Goldstein said that a good special class is superior to a good regular class, for retarded children; but we need good special classes, with well prepared teachers, who are well supervised and a continuing educational plan. The question is what are we going to settle for. There must be constant striving to understand child's learning characteristics, and his psychological needs. The more enlightened school districts are beginning to ^{have} more and more a definitive diagnosis, using other instruments beyond the regular tests. We should group children on why they are, what they are rather than on performance.

There was discussion of The Deutsch Studies in Harlem, where the homes were worked with in cases of deprivation. Deutsch found that if one could get parents involved, the child would do better. At Columbia, they found only one factor made a difference with the disadvantaged child's making progress and that was whether or not the mother or mother surrogate had an investment in education. The question seems to be, how we get parents involved. Mr. Griffin suggested that the Head Start program attempted new ways of involving parents. We need to involve parents in creative ways and this will take imagination and creativity, and will require our knowing parents, too.

During the noon hour break, Dr. Goldstein had a chance to visit the Jewish Foundation for Retarded Children, and meet with Dr. Friedman, new Director of the program, and others.

Following the noon hour break, discussion was resumed. The matter of diagnosis was recognized as one of our greatest problems; how to establish correct diagnostic procedures; the role the well oriented teacher plays in evaluation, who knows what to look for, how to look for it and how to report it; the necessity of supervision, and in-service training; the necessity of continuous evaluation not reevaluation.

It was recognized that we do not have as many prepared teachers as we need, therefore we must train the teachers. The practice of placing teachers who have failed with regular classes as teachers of special classes, was discussed as a strange philosophy. Mrs. Strauss said that in a recent survey, she found that about 60 of her Junior High teachers, out of about 200, would

be considered good teachers. Dr. Goldstein said this is about par for the country as a whole. Beyond this, some of the good teachers are lost to counseling jobs and Mrs. Strauss was fearful that they might lose about 15 to remedial teaching.

There was discussion about the need for an overall structure, such as a Department of Special Education. Dr. Goldstein said that this was basic to any other recommendations that might be made by The Working Party.

Other discussion related to: 1) Dr. Bourne's feeling that all children in special classes should be evaluated once each year; 2) Mrs. Strauss' statement that there are several aspects of the curriculum that they are proud of.

→ { It was decided that a subcommittee should meet and after looking at administrative structures in other cities, report to The Working Party. Several cities were suggested which have special education programs that might be helpful in the study. Mrs. Goodman, Mrs. Jones and Mr. Wyatt were asked to serve on this committee.

The meeting adjourned at 4:00 P.M.

Respectfully submitted,

Manford A. Hall
Staff Secretary

MAH:rb

1/22/65

St. Louis Co. } Practices reviewed
Montg. Co. }
Newark, N.J. }
Cincinnati, O. }

Questionnaire on admin. ———→
supv. & key people —

Special educ. should be integrated c-
total program

Not yet clear understanding of structure
of DC structure

Want to view merits
" " " problems —

Should be an Asst. Supt. of Special Educ
(at policy making level) & Superv. Staff
— specialized —

Consultants vs Supervisors?

Jones {

- ① Roles should be clearly defined —
- ② Departmental liaison & relationships should be clear —
- ③ Coordination with existing departments —

Steele —→ Examine proposals (Ideal School System) — Curriculum K-12
Admin. Structure K-12

L.A., Calif.
Wisconsin
Minnesota
Boston
Kansas

DISTRICT OF COLUMBIA

Capital Outlay Items Approved in 1960 Appropriation

Description Funds- Department - Projects	Project No.	Total	Site	Plans	Construc- tion	Equip- ment	Prelim- inary Survey	Other
General Fund								
District Debt Service:								
Capper-Cramton repayment .....	.....	\$194,371	.....	.....	.....	.....	.....	\$194,371
Court building repayment .....	.....	199,000	.....	.....	.....	.....	.....	199,000
Hospital facilities repayment .....	.....	6,629	.....	.....	.....	.....	.....	6,629
Total, District Debt Service .....	.....	400,000	.....	.....	.....	.....	.....	400,000
Public Building Construction:								
Public Schools:								
Whittier Elementary School addition, 5th and Sheridan Streets, N. W.	10-3	\$509,800	.....	\$28,800	\$481,000	.....	.....	.....
Lenox Elementary School addition, 5th St. bet. G St. & W. St. S. E.	10-8	376,300	.....	5,700	346,000	\$24,600	.....	.....
New jr. high school, E. Dak. Ave. and Hamilton Street, N. W.	10-34	335,000	\$150,000	185,000	.....	.....	.....	.....
Rudolph Elementary School addition, 2nd and Hamilton Streets, N. W.	10-35	223,000	.....	223,000	.....	.....	.....	.....
New elementary school, 12th and E Sts., S. E.	10-50	710,000	.....	40,000	670,000	.....	.....	.....
New elementary school, 15th and Rosedale Sts., N. E. Maury Elementary School addition, B St. bet. 12th & 13th Streets, N. E.	10-76	393,000	316,000	77,000	.....	.....	.....	.....
.....	10-77	848,500	.....	.....	791,000	57,500	.....	.....
New elementary school, 6th and K Streets, N. E.	10-79	520,400	.....	.....	489,000	31,400	.....	.....
New elementary school, 49th and Lee Streets, N. E.	10-80	1,019,800	.....	4,100	952,000	63,700	.....	.....
New elementary school, 49th and Foote Sts., N. E.	10-84	989,200	.....	75,200	914,000	.....	.....	.....
New elementary school, 4th and W Streets, N. W.	10-85	66,000	.....	.....	.....	66,000	.....	.....
Permanent Improvements	10-93	212,000	212,000	.....	.....	.....	.....	.....
.....	10-67	708,000	.....	32,600	550,900	99,500	\$25,000	.....
Total, public schools .....	.....	6,911,000	678,000	671,400	5,193,900	342,700	25,000	.....
Public Library:								
Fort Davis Branch	11-7	457,000	.....	12,000	360,000	85,000	.....	.....
Permanent Improvements - Central Library	11-4	79,000	.....	4,300	74,700	.....	.....	.....
Total, public library .....	.....	536,000	.....	16,300	434,700	85,000	.....	.....



ATTACHMENT A

PUBLIC SCHOOLS

Breakdown of 1960 Permanent Improvement Items

<u>Project</u>	<u>Total</u>	<u>Plans</u>	<u>Construc- tion</u>	<u>Equip- ment</u>
Modern. of facilities for teaching science in secondary schools:				
Deal Junior High School	\$32,100	\$500	\$8,600	\$23,000
Macfarland Junior High School	33,800	800	14,000	19,000
Paul Junior High School	26,400	700	11,900	13,800
Eastern Senior High School	22,000	1,300	20,700	.....
Stuart Junior High School, Metal Shop	10,500	300	3,700	6,500
McKinley Senior High School, Replacement of boilers	254,000	14,000	240,000	.....
Preliminary Study to Establish Scope of Program for Elimination of Fire Hazards in Secondary Schools	25,000	1/25,000 1/	.....	.....
Building Improvements and Alterations to Eliminate Fire Hazards	21,200	1,200	20,000	.....
Electrical Modernization	110,000	6,100	103,900	.....
Improvement of Classroom Lighting ...	24,800	1,400	23,400	.....
Refinishing Classroom Floors	9,000	500	8,500	.....
Installation of Toilet Facilities in Rooms Converted to Kindergartens ..	6,600	400	6,200	.....
Replacement of Boilers in Jackson, Blair, and Hayes Elementary Schools	95,400	5,400	90,000	.....
Chamberlain Vocational High School, Special Furniture and Equipment ...	11,000	.....	.....	11,000
D.C. Teachers' College, Equipment for Laboratories, Classrooms, and Offices	26,200	.....	.....	26,200
Total, permanent improvements, public schools	708,000	57,600	550,900	99,500

1/ To conduct an architectural and engineering study including preparation of the sketches and estimates necessary to establish costs of a program for the elimination of fire hazards in the secondary schools.

DISTRICT OF COLUMBIA
Capital Outlay Items Approved in 1961 Appropriation

Description by Funds - Department - Project		Project Number	Total	Site	Plans	Construc- tion	Equip- ment	Prelim- inary Survey	Other
<u>General Fund</u>									
District Debt Service:									
Capper-Cramton repayment			\$660,371	.....	.....	.....	.....	.....	\$660,371
Court building repayment			199,000	.....	.....	.....	.....	.....	199,000
Hospital facilities repayment			6,629	.....	.....	.....	.....	.....	6,629
Total, district debt service			866,000	.....	.....	.....	.....	.....	866,000
Public Building Construction:									
Public Schools:									
Whittier Elementary School - 5th & Sheridan St., N.W.		10-3	30,000	.....	.....	.....	\$30,000	.....	.....
New Junior High School - S. Dakota Ave. & Hamilton St., N.E.		10-34	29,000	.....	\$29,000	.....	.....	.....	.....
Rudolph Elementary School addition - 2nd & Hamilton St., N.W.		10-50	41,000	.....	.....	41,000	41,000	.....	.....
Barnard Elementary School addition - Decatur & 4th St., N.W.		10-64	541,000	.....	41,000	\$500,000	.....	.....	.....
New elementary school - 12th & E St., S.E.		10-76	997,000	.....	.....	934,000	63,000	.....	.....
New elementary school - 49th & Lee St., N.E.		10-84	66,000	.....	.....	.....	66,000	.....	.....
New elementary school - 4th & W St., N.W.		10-93	1,117,000	.....	85,000	1,032,000	.....	.....	.....
Permanent Improvements, existing buildings		10-67	750,000	.....	41,200	694,300	14,500	.....	.....
Total, public schools			3,571,000	.....	196,200	3,160,300	214,500	.....	.....
Public Library:									
Hennig Branch Library		11-8	402,000	.....	30,000	372,000	.....	.....	.....
Recreation Department:									
Emery Playground - Georgia Ave. & Madison St., N.W. ...		12-1	11,000	.....	.....	.....	.....	.....	11,000

DISTRICT OF COLUMBIA
Capital Outlay Items Recommended in 1961 Budget Estimates - Second Submission

Project No.	Description by Funds - Department - Project	Financing						
		Total	Site	Plans	Construction	Equip-ment	Prelim-inary Survey	Other
	<u>General Fund</u>							1961 1962
	District Debt Service:							
	Hospital facilities repayment.....	\$401,000	.....	.....	.....	.....	.....	\$401,000
	St. Elizabeth's Maximum Security Building	144,000	.....	.....	.....	.....	.....	144,000
	Total, district debt service	545,000	.....	.....	.....	.....	.....	545,000
	Public Building Construction:							
	Public Schools:							
10-12	Kenilworth Elementary School <i>for addition</i> 44th & Nash Street, N.E.	168,000	.....	9,000	150,000	9,000	.....	168,000
10-29	New elementary school - N. Dakota & Kansas Ave., N.W.	80,000	80,000	.....	.....	.....	.....	80,000
10-34	New junior high school - S. Dakota Ave & Hamilton Street, N.E. .	2,600,000	.....	.....	2,600,000	.....	.....	1,700,000
10-40	Eliot Junior High School - <i>addition</i> 18th & B Streets, N.E.	99,000	.....	99,000	.....	.....	.....	99,000
10-60	New elementary school - Gerfield Hospital Site	107,000	107,000	107,000	.....	.....	.....	107,000
10-68	Bancroft Elementary School addition - 18th & Newton Street, N.W.	33,000	.....	33,000	.....	.....	.....	33,000
10-94	New elementary school - Wheeler Road & Miss. Ave., S.E.	111,000	111,000	.....	.....	.....	.....	111,000
10-99	Deal Junior High School addition - Nebraska Ave & Davenport St., N.W.	175,000	.....	9,000	150,000	16,000	.....	175,000
	Total, public schools	3,473,000	191,000	257,000	2,900,000	25,000	.....	2,473,000
	Public Library:							
11-11	Capital View Branch Library	65,000	65,000	.....	.....	.....	.....	65,000
11-12	West End (Foggy Bottom) Library	137,000	137,000	.....	.....	.....	.....	137,000
	Total, public library	202,000	202,000	.....	.....	.....	.....	202,000

ATTACHMENT A

PUBLIC SCHOOLS

Breakdown of 1961 Permanent Improvement Items

<u>Project</u>	<u>Total</u>	<u>Plans</u>	<u>Construc- tion</u>	<u>Equip- ment</u>
Replacement of boilers at the following schools: Congress Heights Elementary School, Randle Highlands Elementary School, Edmonds Elementary school, Ross Administration Annex	\$224,700	\$12,600	\$212,100	.....
Structual changes to correct fire hazards	107,000	6,000	101,000	.....
Modernize electrical system of schools	53,500	3,000	50,500	.....
Install fire alarm boxes in certain schools	69,550	3,900	65,650	.....
Install automatic sprinkler system in certain schools ...	214,000	12,000	202,000	.....
Renovate science room at Cardozo Sr. High School	81,250	3,700	63,050	14,500
Total, permanent improvements, public schools ..	750,000	41,200	694,300	14,500

Public Building Construction
Department of Public Health
Reappropriation of funds:

That not to exceed \$523,000 of funds heretofore appropriated under the heading "Capital Outlay, Public Building Construction," in the Supplemental Appropriation Act, 1957, shall be available for the preparation of plans and specifications and erection of a structure to replace the dormitory for resident physicians and interns at the District of Columbia General Hospital.

That not to exceed \$825,000 of funds heretofore appropriated under the heading "Capital Outlay, Public Building Construction, 1956," shall be available for the preparation of plans and specifications for the consolidation and expansion of structures at the District of Columbia General Hospital.

DISTRICT OF COLUMBIA
Capital Outlay Items Approved in 1962 Appropriation

Description by Funds - Department - Project		Project Number	Total	Site	Plans	Construc- tion	Equip- ment	Prelim- inary Survey	Other
<u>General Fund</u>									
District Debt Service:									
Projects under available financing:									
Capper-Crawton Act repayment			\$383,500	.....	.....	.....	.....	.....	\$383,500
Court Building repayment			199,000	.....	.....	.....	.....	.....	199,000
Hospital Facilities Act repayment:									
Children's Hospital Grant #1			6,629	.....	.....	.....	.....	.....	6,629
Providence Hospital Grant			61,512	.....	.....	.....	.....	.....	61,512
Children's Hospital Grant #2			3,500	.....	.....	.....	.....	.....	3,500
Casualty Hospital Grant			19,500	.....	.....	.....	.....	.....	19,500
Washington Hospital Center Grant			316,100	.....	.....	.....	.....	.....	316,100
Georgetown Hospital Grant			29,800	.....	.....	.....	.....	.....	29,800
Sibley Hospital Grant			65,600	.....	.....	.....	.....	.....	65,600
St. Elizabeths Hospital - Maximum Security Building ..			144,500	.....	.....	.....	.....	.....	144,500
Total, district debt service			1,229,641	.....	.....	.....	.....	.....	1,229,641
Public Building Construction:									
Public Schools:									
Projects under available financing:									
Davis Elementary School Addition		10-6	681,000	\$20,000	2/\$50,000	\$611,000	.....	.....	.....
44th Place and H Street, S. E.									
Garrison Elementary School Replacement		10-24	970,000	878,000	2/ 92,000	.....	.....	.....	.....
12th St. bet. R and S Streets, N.W.									
Backus Junior High School		10-34	190,000	.....	.....	.....	190,000	.....	.....
South Dakota Ave and Hamilton St., N.E.									
Eliot Junior High School Addition		10-40	1,200,000	.....	.....	1,200,000	.....	.....	.....
18th and Constitution Avenue, N.E.									
Meyer Elementary School		10-60	1,150,000	.....	.....	1,150,000	.....	.....	.....
11th and Clifton Streets, N.W.									
Barnard Elementary School Addition		10-64	36,000	.....	.....	.....	36,000	.....	.....
Decatur Street bet. 4th and 5th Streets, N.W.									

12051 E-4

● ● ● ● ● ● ●

1/ A reappropriation of \$105,000 contained in the 1960 Appropriation for an addition to Precinct No. 13 was authorized to provide plans and beginning construction of a replacement to this precinct. The reappropriation is applied as follows:

Plans	\$39,600
Construction	<u>65,400</u>
	105,000

However, with the deferral of planning for several projects, the Department of Buildings and Grounds will do all necessary planning and not contract the architectural services. The estimate for plans has now been reduced to \$33,600.

2/ With the deferral of planning for several projects, the Department of Buildings and Grounds will do all plans for the following projects rather than contract the architectural services. The new estimate of cost is as follows:

Garrison Elementary School	\$78,400
Woodridge Addition	14,000
Davis Elementary Addition	42,000
Police Precinct #3	30,800

Department of General Administration
Budget Office - October 27, 1961

Public Schools
Breakdown of 1962 Permanent Improvement Items

<u>Project</u>	<u>Project Number</u>	<u>Total</u>	<u>Plans</u>	<u>Construc- tion</u>	<u>Equipment</u>
Projects under available financing:					
Replacement of boilers and related work:					
Brookland Elementary School	10-67.31	\$64,900	\$4,900	\$60,000	.....
Park View Elementary School	10-67.32	115,800	8,800	107,000	.....
Carver Elementary School	10-67.33	70,300	5,300	65,000	.....
Hardy Elementary School	10-67.35	43,300	3,300	40,000	.....
Orr Elementary School	10-67.37	50,800	3,800	47,000	.....
Replacement of hot water tanks, Wilson Senior High School	10-67.68	2,140	140	2,000	.....
Structural changes relative to fire safety and correction of fire hazards	10-67.1	107,000	7,000	100,000	.....
Electrical modernization of schools	10-67.4	53,500	3,500	50,000	.....
Installation of Automatic Sprinkler Systems	10-67.66	113,210	7,400	105,810	.....
Modernization of electrical system and improvement of lighting, D. C. Teachers College	10-67.50	57,700	3,700	54,000	.....
Conversion of classroom to Biology Laboratory:					
Bennaker Junior High School	10-67.57	8,050	300	4,000	\$3,750
Browne Junior High School	10-67.58	9,100	350	5,000	3,750
Gordon Junior High School	10-67.59	8,000	250	4,000	3,750
Hart Junior High School	10-67.60	6,550	300	4,600	1,650
Kremer Junior High School	10-67.61	8,650	300	4,600	3,750
Miller Junior High School	10-67.62	9,100	350	5,000	3,750
Paul Junior High School	10-67.63	8,250	300	4,200	3,750
Taft Junior High School	10-67.64	9,300	350	5,200	3,750
Woodson Junior High School	10-67.65	4,350	200	2,500	1,650
Total, under available financing	750,000	50,540	669,910	29,550	

<u>Project</u>	<u>Project Number</u>	<u>Total</u>	<u>Plans</u>	<u>Construc- tion</u>	<u>Equipment</u>
Projects deferred:					
Modernization of Chemistry Laboratory and Related Rooms, D. C. Teachers College	10-67.34	31,700	1,600	24,000	6,100
Renovation of Science Laboratories:					
Dunbar Senior High School	10-67.47	29,200	1,400	20,000	7,800
Chamberlain Vocational High School	10-67.67	12,000	500	8,000	3,500
Eastern Senior High School	10-67.46	45,100	1,700	25,000	18,400
Cardozo Senior High School	10-67.49	31,000	1,300	19,000	10,700
Total, projects deferred		149,000	6,500	96,000	46,500
Total, permanent improvements		899,000	57,040	765,910	76,050

DISTRICT OF COLUMBIA

Capital Outlay Items Approved in 1963 Appropriation

Description by Funds - Department - Project	Project Number	Total	Site	Plans	Construc- tion	Equip- ment	Prelim-	
							inary Survey	Other
General Fund								
District Debt Service:								
Capper-Cramton Act repayment		262,455	.....	.....	.....	.....	.....	262,455
Court Building repayment		199,000	.....	.....	.....	.....	.....	199,000
Hospital Facilities Act repayment:								
Children's Hospital Grant #1		6,629	.....	.....	.....	.....	.....	6,629
Providence Hospital Grant		61,512	.....	.....	.....	.....	.....	61,512
Children's Hospital Grant #2		3,500	.....	.....	.....	.....	.....	3,500
Casualty Hospital Grant		19,500	.....	.....	.....	.....	.....	19,500
Washington Hospital Center Grant		305,966	.....	.....	.....	.....	.....	305,966
Columbia Hospital Grant		18,000	.....	.....	.....	.....	.....	18,000
Georgetown Hospital Grant		29,800	.....	.....	.....	.....	.....	29,800
Sibley Hospital Grant		65,610	.....	.....	.....	.....	.....	65,610
Total, District Debt Service		971,972	.....	.....	.....	.....	.....	971,972
Public Building Construction:								
Public Schools:								
Davis Elementary School - Addition	10-6	30,000	.....	.....	.....	30,000	.....	.....
44th Place and H Street, S. E.								
Hine Junior High School Replacement	10-21	400,000	210,000	190,000	.....	.....	.....	.....
7th and C Streets, S. E.								
Garrison Elementary School Replacement	10-24	1,120,000	.....	.....	1,120,000	.....	.....	.....
12th Street between R and S Streets, N. W.								
Eliot Junior High School - Addition	10-40	45,000	.....	.....	.....	45,000	.....	.....
18th and B Streets, N. E.								
Meyer Elementary School	10-60	75,000	.....	.....	.....	75,000	.....	.....
11th and Clifton Streets, N. W.								

Description by Funds - Department - Project		Project Number	Total	Site	Plans	Construc- tion	Equip- ment	Prelim- inary Survey	Other
Public Building Construction: <i>Chas. J. H. S. (Capitol)</i>		10-109	180,000				180,000		
Public Schools - continued									
New Elementary School									
53rd and C Streets, S. E.		10-83	1,100,000	.....	.....	1,100,000	.....	.....	.....
New Elementary School									
Camp Simms									
15th and Mississippi Avenue, S. E.		10-86	1,169,000	.....	89,000	1,080,000	.....	.....	.....
New Elementary School									
17th and E Streets, N. E.		10-96	505,000	505,000	.....	.....	.....	.....	.....
Woodridge Elementary School Completion									
Carlton and Central Avenues, N. E.		10-98	12,000	.....	.....	.....	12,000	.....	.....
Hart Junior High School Addition									
6th and Mississippi Avenue, S. E.		10-100	1,028,000	.....	78,000	950,000	.....	.....	.....
New Junior High School									
48th and Meade Streets, N. E.		10-101	570,000	270,000	300,000	.....	.....	.....	.....
New Junior High School									
North Dakota and Kansas Avenues, N. W.		10-106	706,000	431,000	275,000	.....	.....	.....	.....
Bunker Hill Elementary School Addition									
14th Street and Michigan Avenue, N. E.		10-109	33,000	.....	33,000	.....	.....	.....	.....
Permanent Improvements									
(See Attachment A)									
Total, Public Schools		10-67	900,000	.....	57,000	814,200	28,800	.....	.....
			7,693,000	1,416,000	1,022,000	5,064,200	190,800	.....	.....
			<u>7,873,000</u>	<u>1,416,000</u>	<u>1,022,000</u>	<u>5,064,200</u>	<u>190,800</u>	<u>.....</u>	<u>.....</u>
			<u>7,873,000</u>	<u>1,416,000</u>	<u>1,022,000</u>	<u>5,064,200</u>	<u>190,800</u>	<u>.....</u>	<u>.....</u>
Public Library:									
Southwest Branch Library									
Northwest corner of intersection of									
3rd and K Streets, S. W.		11-9	85,500	49,500	36,000	.....	.....	.....	.....
Palisades Branch Library									
V Street near MacArthur Blvd., N. W.		11-10	451,000	.....	.....	451,000	.....	.....	.....
Capitol View Branch Library									
vicinity of East Capitol Street and 53rd Street		11-11	523,000	.....	.....	422,000	101,000	.....	.....
Total, Public Library			1,059,500	49,500	36,000	873,000	101,000	.....	.....

ATTACHMENT A

Public Schools
Breakdown of 1963 Permanent Improvement Items (General Fund)

Projects	Project Number	Total	Plans	Construc- tion	Equipment
Structural changes relative to fire safety and correction of fire hazards	10-67.1	107,000	7,000	100,000	.....
Electrical modernization of schools	10-67.4	53,500	3,500	50,000	.....
Replacement of Boilers, Hearst Elementary School	10-67.38	53,500	3,500	50,000	.....
Renovation of science rooms, Eliot Junior High School	10-67.52	26,750	1,250	18,300	7,200
Renovation of science rooms, Francis Junior High School	10-67.53	26,750	1,250	18,300	7,200
Renovation of science rooms, Garnet-Patterson Junior High School	10-67.54	26,750	1,250	18,300	7,200
Renovation of science rooms, Stuart Junior High School	10-67.55	26,750	1,250	18,300	7,200
Replacement of boilers, Lafayette Elementary School	10-67.62	91,000	6,000	85,000	.....
Replacement of boilers, Morgan Elementary School	10-67.63	91,000	6,000	85,000	.....
Replacement of boilers, Stoddert Elementary School	10-67.64	53,500	3,500	50,000	.....
Replacement of boilers, Dent Building	10-67.65	53,500	3,500	50,000	.....
Installation of automatic sprinkler systems	10-67.66	140,000	9,000	131,000	.....
Installation of window guards in certain buildings	10-67.70	150,000	10,000	140,000	.....
Total, Permanent Improvements		900,000	57,000	814,200	28,800

DISTRICT OF COLUMBIA
Capital Outlay Items Approved in 1964 Appropriation

Project No.	Description by Funds - Department - Project	Total	Site	Plans	Construc- tion	Equip- ment	Prelim- inary Survey	
								Other
General Fund								
	District Debt Service:							
	Cropper-Cramton Act repayment	\$49,233	.....	.....	.....	.....	.....	\$49,233
	Court Building repayment	199,000	.....	.....	.....	.....	.....	199,000
	Hospital Facilities Act repayment	517,245	.....	.....	.....	.....	.....	517,245
	Saint Elizabeths Hospital	150,022	.....	.....	.....	.....	.....	150,022
	Total, District Debt Service	915,500	.....	.....	.....	.....	.....	915,500
Public Building Construction:								
Public Schools:								
10-18	New Junior High School 16th and Irving Streets, N. W. - Group 3, Capacity 1,498	1,728,000	\$1,460,000	\$268,000	.....	.....	.....	.....
10-21	Nine Junior High School Replacement Seventh and C Streets, S. E. - Group 5, Net increased capacity 20	2,340,000	.....	.....	2,340,000	.....	.....	.....
10-24	Garrison Elementary School Replacement 12th and R Streets, N. W. - Area 12, Net increased capacity 556	61,000	.....	.....	.....	\$61,000	.....	.....
10-83	Harris Elementary School 53rd and C Streets, S. E. - Area 8, Capacity 986	71,000	.....	.....	.....	71,000	.....	.....
10-86	Green Elementary School, Camp Simms, 15th and Mississippi Avenue, S. E. - Area 9, Capacity 836	65,000	.....	.....	.....	65,000	.....	.....
10-94	New Elementary School Wheeler Road and Mississippi Avenue, S. E. - Area 14, Capacity 1,076	100,000	.....	100,000	.....	.....	.....	.....

Project No.	Description by Funds - Department - Project	Total	Site	Plans	Construc- tion	Equip- ment	Prelim-	
							inary Survey	Oth
Public Schools - continued								
10-96	New Elementary School 17th and E Streets, N. E. - Area 7, Capacity 1,076	98,000	.....	98,000	.....	.....	.....	..
10-100	Hart Junior High School Addition 601 Mississippi Avenue, S. E. - Group 7, Capacity 479 ...	132,000	.....	.....	.....	132,000	.....	..
10-101	Roper Junior High School 48th and Meade Streets, N. E. - Group 6, Capacity 1,498 .	3,350,000	.....	.....	3,350,000	.....	.....	..
10-106	Rebaut Junior High School North Dakota and Kansas Avenues, N. W. - Group 2, Capacity 1,473	3,200,000	.....	.....	3,200,000	.....	.....	..
10-109	Bunker Hill Elementary School Addition and Alterations 14th Street and Michigan Avenue, N. E. - Area 4, Capacity 336	505,000	.....	.....	475,000	30,000	.....	...
10-117	Rudolph Elementary School Addition and Alterations Second and Hamilton Streets, N. W. - Area 1, Capacity 240	194,000	.....	14,000	170,000	10,000	.....	...
10-118	Truesdell Elementary School Addition Ingraham and 9th Streets, N. W. - Area 1, Capacity 496 ..	568,600	568,600	.....	.....	.....	.....	...
10-120	Raymond Elementary School Addition Tenth Street and Spring Road, N. W. - Area 2, Capacity 496	55,000	.....	55,000	.....	.....	.....	...
10-123	Kimball Elementary School Addition Minnesota Avenue and Ely Place, S. E. - Area 8, Capacity 396	615,000	.....	45,000	570,000	.....	.....	...
10-126	Benning Elementary School Replacement Minnesota Avenue between Benning Road and Foote Street, N. E. - Area 8, Net increased capacity 556	17,800	17,800	.....	.....	.....	.....	...
10-130	Hendley Elementary School Addition Sixth and Chesapeake Streets, S. E. - Area 14, Capacity 228	299,000	.....	20,000	260,000	19,000	.....	...

Project No.	Description by Funds - Department - Project	Total	Site	Plans	Construc- tion	Equip- ment	Prelim- inary Survey	Ot
Public Schools - continued								
10-140	New Junior High School Bruce and Robinson Streets, S. E. - Group 7, Capacity 1,498	368,000	100,000	268,000	.....	.....	.....	..
10-142	New Senior High School 55th and Eads Streets, N. E. - Capacity 1,800	771,400	771,400	.....	.....	.....	.....	..
10-67	Permanent Improvements	107,000	.....	7,000	100,000	.....	.....	..
	.1 Elimination of Fire Hazards	107,000	.....	7,000	100,000	.....	.....	..
	.4 Electrical Modernization	465,500	.....	39,500	435,000	.....	.....	..
	.5 Replacement of Boilers in Six Schools	22,100	.....	1,100	21,000	.....	.....	..
	.20 Cardozo Rifle Range - renovation	10,700	.....	700	10,000	.....	.....	..
	.61 Cardozo Auto Shop	107,000	.....	7,000	100,000	.....	.....	..
	.66 Installation of Automatic Sprinklers	9,650	.....	400	9,250	.....	.....	..
	.71 Jefferson Junior High - conversion of a class- room to a biology laboratory	22,550	.....	1,450	21,100	.....	.....	..
	.72 Randall Junior High School - renovation of science room	114,600	.....	7,500	107,100	.....	.....	..
	.77 Installation of window guards	40,100	.....	1,700	38,400	.....	.....	..
	.78 Conversion of twelve accessory rooms to classrooms	81,000	.....	6,000	75,000	.....	.....	..
	.79 Petworth School - shoring foundation	15,626,000	2,917,800	938,600	11,767,200	402,400	.....	..
	Total, Public Schools							
Public Library:								
11-9	Southwest Branch Library Northwest corner of intersection of 3rd and K Streets, S. W.	549,000	.....	.....	448,000	101,000	.....	..
11-10	Palisades Branch Library V Street near MacArthur Boulevard, N. W.	101,000	.....	.....	.....	101,000	.....	..

Corrected by Mr. Harris

Dept. of Gen. Admin.
Budget Officer - August 17, 1964

DISTRICT OF COLUMBIA
Capital Outlay Items Approved in 1965 Appropriation

Project No.	Description by Funds - Department - Project	Total	Site	Plans	Construc- tion	Equip- ment	Prelim-	
							inary Survey	Other
General Fund								
District Debt Service:								
	Cayser-Cramton Act repayment	\$943,333	.....	.....	.....	.....	.....	\$943,333
	Court Building repayment	199,000	.....	.....	.....	.....	.....	199,000
Hospital Facilities Act repayment:								
	Children's Hospital Grant #1	6,629	.....	.....	.....	.....	.....	6,629
	Providence Hospital Grant	61,512	.....	.....	.....	.....	.....	61,512
	Children's Hospital Grant #2	3,500	.....	.....	.....	.....	.....	3,500
	Casualty Hospital Grant	19,500	.....	.....	.....	.....	.....	19,500
	Washington Hospital Grant	312,694	.....	.....	.....	.....	.....	312,694
	Columbia Hospital Grant	18,000	.....	.....	.....	.....	.....	18,000
	Georgetown Hospital Grant	29,800	.....	.....	.....	.....	.....	29,800
	Sibley Hospital Grant	65,610	.....	.....	.....	.....	.....	65,610
Saint Elizabeths Hospital:								
	Maximus Security Building	156,777	.....	.....	.....	.....	.....	156,777
	Renovation of Administration Building	10,095	.....	.....	.....	.....	.....	10,095
	Repairs to Buildings and Grounds	33,550	.....	.....	.....	.....	.....	33,550
	Total, District Debt Service	1,860,000	.....	.....	.....	.....	.....	1,860,000

Building Construction:

Public Schools:

10-16	New Junior High School, 16th and Irving Streets, N. W. - Group 3, Capacity 1,498	3,175,500	.....	.....	.....	.....	.....	.....
10-21	Five Junior High School Replacement 7th and C Streets, S. E. - Group 5, Capacity 814, net increase 20	178,000	.....	.....	.....	\$178,000	.....	.....

Project No.	Description by Funds - Department - Project	Total	Site	Plans	Construc- tion	Equip- ment	Prelim- inary Survey	Other
Public Schools - continued								
10-74	Slowe Elementary School Addition 14th and Jackson Streets, N. E. - Area 4, Capacity 450	896,100	.....	\$76,000	820,100	.....	.....	.....
10-86	Mildred Green Elementary School Addition 15th Street and Mississippi Avenue, S. E. - Area 9, Capacity 240	210,000	.....	15,000	185,000	10,000	.....	.....
10-94	New Elementary School Wheeler Road and Mississippi Avenue, S. E. - Area 14, Capacity 1,076	1,463,000	.....	23,000	1,440,000	.....	.....	.....
10-96	New Elementary School 18th and E Streets, N. E. - Area 7, Capacity 1,076	1,361,000	.....	7,000	1,275,000	79,000	.....	.....
10-101	Roper Junior High School 48th and Meade Streets, N. E. - Group 6, Capacity 1,498	267,000	.....	.....	.....	267,000	.....	.....
10-106	Rebaut Junior High School North Dakota and Kansas Avenue, N. W. - Group 2, Capacity 1,473	261,000	.....	.....	.....	261,000	.....	.....
10-110	New Junior High School 6th Street and Brentwood Parkway, N. E. - Group 4, Capacity 1,498	330,000	.....	330,000	.....	.....	.....	.....
10-118	Truesdell Elementary School Addition Ingraham between 8th and 9th Streets, N. W. - Area 1, Capacity 496 net	720,000	.....	63,000	657,000	.....	.....	.....
10-120	Raymond Elementary School Addition 10th Street and Spring Road, N. W. - Area 2, Capacity 496 net	765,000	.....	5,000	715,000	45,000	.....	.....
10-121	New Elementary School 7th and Webster Streets, N. W. - Area 2, Capacity 836	1,378,000	\$1,261,000	117,000	.....	.....	.....	.....

Project No.	Description by Funds - Department - Project	Total	Site	Plans	Construction	Equipment	Preliminary	
							Survey	Other
10-123	Public Schools - continued Kimball Elementary School Addition Minnesota Avenue and Ely Place, S. E. - Area 8, Capacity 396	39,000	.....	.....	.....	39,000	.....	.....
10-127	Nichols Avenue Elementary School Replacement 2427 Nichols Avenue, S. E. - Area 9, Capacity 1,076, net increase 596	750,000	635,000	115,000	.....	.....	.....	.....
10-151	Ruth K. Webb Elementary School Addition Mount Clivet Road and Holbrook Street, N. E. - Area 6, Capacity 1,076, net increase 556	237,000	.....	19,000	196,000	22,000	.....	.....
10-152	Wheatley Elementary School Addition Montello Avenue and Neal Street, N. E. - Area 6, Capacity 406	313,000	256,000	57,000	.....	.....	.....	.....
10-156	Tyler Elementary School Addition 10th and G Streets, S. E. - Area 20, Capacity 420 ...	674,000	626,000	48,000	.....	.....	.....	.....
10-67	Permanent Improvements: Structural changes relative to Fire Safety and and correction of Fire Hazards	85,600	.....	6,050	79,550	.....	.....	.....
10-67.1	Electrical modernization of schools	85,600	.....	6,050	79,550	.....	.....	.....
10-67.4	Replacement of boilers (Bowen, Bruce, Buchanan, Mott Elementary Schools and Deal Junior High School) ...	550,700	.....	41,200	509,500	.....	.....	.....
10-67.5	Repairs to and replacing roofs at various schools ..	309,450	.....	23,100	286,350	.....	.....	.....
10-67.6	Conversion of a classroom to a language laboratory, D. C. Teachers College (Miner Building).....	32,000	.....	1,340	16,660	14,000	.....	.....
10-67.27	Conversion of a classroom to general shop Roosevelt High School	10,000	.....	260	3,240	6,500	.....	.....
10-67.59	Conversion of a classroom to a general shop Western High School	15,600	.....	680	8,420	6,500	.....	.....
10-67.60	Installation of automatic sprinkler systems	85,600	.....	6,400	79,200	.....	.....	.....
10-67.66	Alteration at M. M. Washington Vocational High School to provide two science laboratories and a health suite	42,800	.....	2,640	32,660	7,500	.....	.....

Project No.	Description by Funds - Department - Project	Total	Site	Plans	Construc- tion	Equip- ment	Prelim-	
							inary Survey	Other
Public Schools - continued								
10-67	Permanent Improvements - continued							
10-67.70	Installation of window guards in certain buildings	35,400	.....	2,600	32,800	.....	.....	.....
10-67.78	Conversion of 12 accessory rooms to regular classrooms	41,200	.....	2,000	24,800	14,400	.....	.....
10-67.85	Installation of Incinerators							
	Langley Junior High	23,500	.....	1,750	21,750	.....	.....	.....
	Perry Elementary	21,400	.....	1,600	19,800	.....	.....	.....
	Garfield Elementary	21,400	.....	1,600	19,800	.....	.....	.....
10-67.88	Replacement of hot water tank - Roosevelt High School	10,150	.....	750	9,400	.....	.....	.....
10-67.89	Completion of a cosmetology laboratory at the M. M. Washington Vocational High School	17,100	.....	880	8,220	8,000	.....	.....
	Total, Permanent Improvements	1,387,500	.....	98,900	1,231,700	56,900	.....	.....
	Total, Public Schools	14,405,100	2,778,000	973,900	9,695,300	957,900	.....	.....
Public Library:								
11-12	West End Branch Library							
	24th and L Streets, N. W.	576,000	.....	.....	475,000	101,000	.....	.....
11-14	Chevy Chase Branch Library							
	Connecticut Avenue and McKinley Street, N. W.	40,000	.....	40,000	.....	.....	.....	.....
11-15	New Downtown Library							
	Vicinity of 9th and G Streets, N. W.	2,351,000	2,351,000	.....	.....	.....	.....	.....
	Electrical Modernization of Old Central Library Building to conform to District of Columbia Code .	15,000	.....	.....	15,000	.....	.....	.....
	Total, Public Library	2,982,000	2,351,000	40,000	490,000	101,000	.....	.....

SECTION 5.
CONSTRUCTION AND MAINTENANCE
OF SCHOOL BUILDINGS

SECTION 5. CONSTRUCTION AND MAINTENANCE OF SCHOOL BUILDINGS

Classes meet in 183 buildings. Eight more school buildings no longer needed for classroom purposes, inadequately accommodate the office needs of the administrative and supervisory staff.

1. Space is needed to provide classrooms for all pupils.

Since the school year 1948-1949, 39,552 pupils attended school on half-time schedules in 1,203 classes.

Currently 1,705 elementary pupils are on part-time schedules.

Kindergarten waiting lists result from lack of space. From 1956 to the present, 6,236 children have been placed on waiting lists. Kindergarten attendance should be increased to the maximum level through aggressive school leadership in each community. (Roughly forty percent of our first graders have not had kindergarten experience.)

To avoid an even greater number of part-time classes, school principals use all available space such as auditoriums, special rooms, basement rooms, substandard or improvised. In every case, safety factors are cleared with the Buildings and Grounds Department.

The use of substandard rooms increased to 377 in 1964-1965, from 232 in 1963-1964, and 78 in 1953-1954. This fall 5,652 elementary pupils are attending classes in non-classroom facilities such as auditoriums, libraries, even kitchens and shower rooms.

"Why don't you build temporary structures, or use house trailers, or bus pupils to unused classrooms?" we are asked periodically.

The answer is this: "Temporary relief in this city invariably becomes a long-term permanent solution."

The Washington landscape is dotted with "temporary" school buildings, some like the "new" Benning School built in 1943 and the Nichols Avenue School built in 1914.

The few available classrooms in low density areas are open to enrollment from overcrowded areas. But the space available is limited and generally in old or substandard buildings.

The position of this administration is that expedient solutions to overcrowding must be avoided and an unremitting drive for funds for new construction, including replacement of old buildings and remodeling of newer substandard ones, must be continued.

New construction now authorized plus that included in the 1967 budget will, if approved by Congress, catch up the lag between increasing enrollments and capital outlay.

2. Unsatisfactory obsolescent structures should be replaced as quickly as possible.

Currently classes are being instructed in obsolete structures that should be replaced. Of 22 such buildings now in use, Congress has authorized 10 for replacement, one has been approved by the District Department of General Administration for inclusion in the FY 1967 budget, and three Board of Education requests have been deleted.

Those who control construction budgets, including Congress, have up to the past three budget years refused to appropriate funds simply to replace inadequate, temporary, or old structures. In the few cases of replacement, the Garrison, Hine, Nichols Avenue, Seaton, Blow-Pierce, Blair-Ludlow-Taylor, and Emery-Eckington Schools, the new buildings will provide additional space as well as eliminate obsolete buildings.

Providing classroom space has in the past taken priority over replacement of existing structures.

3. Inadequate and incomplete buildings should be modernized.

Thirty-seven Washington schools currently in use (32 elementary, 4 junior high schools, one senior high school) lack the necessary facilities for a complete program. School buildings like the Hearst and Stoddert, for example, have been inadequate from the day they were occupied. Schools like these must have libraries, health centers, special rooms for science, reading remediation, assemblies and food service if they are to be considered modern in any sense of the word. Therefore, those public schools which are incomplete should be modernized as soon as possible.

4. Three additional major projects should be given immediate attention. These are the junior college and four-year college program, the consolidated vocational high school project, and a new administration building.

The college development project waits on Congressional action setting up a Board of Higher Education and providing funds for development.

The vocational school project proposes the construction of an industrial education park to serve the entire city. The curriculums will include occupational subjects, vocational sequences, and technical courses at the high school and post high school levels.

The price tag is 32 million dollars, if the recommendations of the consultant firm are followed.

A new school administration building is planned by the Commissioners as a part of the Pennsylvania Avenue Project. Long overdue, a school administration building would enhance efficiency immeasurably. Moreover, most if not all the cost could be amortized by the sale of existing properties

now used for offices.

Summary: A limited six-year public works program approved July 1965 by the Commissioners would cost an estimated \$153,959,300. This figure does not include the cost of replacement of obsolete buildings and the modernization of inadequate ones. Nor does it include the three major projects just described: two new colleges, the industrial education park, and a school administration building.

Not less than 250 millions will be needed to modernize and up-grade the schools in the nation's capital.

PROGRESS IN SCHOOL CONSTRUCTION

Despite unmet needs resulting from increasing enrollments and decreasing school capacities as the pupil-teacher ratios have been improved at all levels, school construction in the District of Columbia has been extensive.

From 1953 to 1966, 57 new elementary school buildings and additions have provided 950 classrooms for 30,242 pupils. Five elementary schools and additions are under construction, and 16 are authorized by Congress for construction at various levels of funding.

Two special facilities have also been constructed or authorized:

(1) the Sharpe Health School, one of the most complete and modern schools of its kind for the education of the physically handicapped and (2) the school for the severely mentally retarded, for which Congress appropriated site money this session.

Since 1953, 14 new junior high schools or additions have been built and occupied, four new junior high schools are under construction, and two more have been authorized for construction.

Junior high schools completed since 1953 provided 282 classrooms for 7,202 pupils. The six new junior high schools either under construction or authorized by Congress will provide 349 additional classrooms for 8,199 pupils.

At the senior high school level, two new high schools and two additions have been built. A new high school and a major addition to another have been authorized.

Altogether since 1953, 6 new senior high schools or additions have been built or are under construction or authorized. New senior high school construction will add 220 classrooms with a pupil capacity of 6,211.

DIFFERENCES BETWEEN BOARD OF EDUCATION REQUESTS AND ACTUAL APPROPRIATIONS

While Congress has authorized a significant amount of school construction since 1953, the difference between need and accomplishment remains disturbing and disappointing.

From 1953 to 1966, only 49.4 percent of what the Board of Education asked in construction funds was approved by the Commissioners and Congress. The step-up in the rate of capital outlay in the last few years as compared with early rates indicates a promising change in attitude by the Congress and the Commissioners in respect to school construction needs. In actuality, however, unless this community and Congress wish to tolerate the use of obsolete and inadequate school structures and subject children to part-time classes in perpetuity the Commissioners and Congress must act to appropriate not less than forty million dollars annually for the next six years for new construction, replacement of obsolete buildings, modernization of inadequate buildings, and for the three major projects, the colleges, a vocational center, and an administration building.

How many drop out because of (if breakdown is made in other ways, list those; if there are no such breakdowns, please state) —

	1950-60	1960-61	1961-62
Physical disability or illness.....	398	519	685
Mental incapacity.....	5	13	2
Institutionalized.....	16	188	312
Armed services.....	74	71	83
Employment.....	996	974	920
Economic reasons other than employment.....	246	245	220
Death.....	37	17	32
Marriage.....	77	96	97
Miscellaneous (other reasons):			
Lack of interest and poor attendance.....	1,198	1,060	1,191
Nonpayment of tuition.....	101	110	52
Unlocated or unknown.....	123	108	63
Unable to profit.....	14	27	19
Other ¹	244	18	180
Total.....	3,529	3,453	3,762

¹ Includes expelled, pregnant, absconded, illness in the family, etc.

For further information contact.—Mr. Boise L. Bristor, statistician, Public Schools of the District of Columbia, 1730 R Street, Washington 9, D.C.

URBAN SERVICE CORPS PROJECTS

(1) Building maintenance class at Cardozo High School (schoolwork program):

Twenty potential school dropouts are enrolled in this class. They spend 4 hours per day at Cardozo. A part of this 4-hour period is devoted to instruction in the basic tool subjects and a part to laboratory experiences related to their work program. In the afternoon, these boys work in pairs as custodial employees in 10 of our public schools. For that work they are paid \$1.32 per hour.

Two of these boys have now been hired at Lansburgh's and two at the Nob Hill Apartments in Maryland. This means that they have come off our school payroll.

The purpose of this program is to equip potential school dropouts with a marketable skill and, at the same time, to continue an academic program which will lead to high school graduation.

(2) Temporary GS-1 clerical positions: Ten temporary GS-1 clerical positions have been established for capable students, who come from extremely large families or from families where income is very limited, and who would otherwise be forced to leave school to supplement the family's earnings. These students may be hired on a temporary basis as GS-1 clerks to work in their own school offices under the supervision of the principal, assistant principal or counselor from 3 to 5 p.m. For this work they are paid \$1.52 per hour.

(3) Bicycles at Boys Junior-Senior High School: We have purchased three bicycles for use by boys enrolled in Boys Junior-Senior High School. These bicycles are used to secure employment with Western Union.

(4) Food services class at Department of Health: Fourteen boys and girls who had dropped out of school have been encouraged to enroll in an 8-week food services sanitation class given by the District of Columbia Department of Public Health. These dropouts meet once a week on Thursday afternoons to receive instruction in food sanitation and to become familiar with some of the equipment used in hotel and restaurant kitchens. At the end of the course, enrollees will be given a certificate indicating that they have completed the course, and the Department will make an effort to find employment for them.

(5) On-the-job training in industry: Three boys from Boys' Junior-Senior High School are being given on-the-job training at Stewarts Auto Upholsterers at 25th and M Streets NW. They are at the shop during the morning and they report back to school in the afternoon. We will compensate the firm from a gift of \$500 made to us by the One Hundred Club of Silver Spring. If this proves successful, they may be willing to underwrite the training of more boys.

(6) Evening job preparation course for girls: Approximately 15 girls meet weekly at Armstrong Veterans Center where they receive training in various job preparatory activities such as completion of application forms, spelling, speech, and diction, grooming, and how to be interviewed. We hope through this

75 WBC-LINO

Scope.—We presently have one home with five boys in it. Their ages ranging from ten through eighteen. The Board of directors assumes the responsibility of raising funds. The current budget is \$20,000.00.

Evaluation.—The courts, Youth Services Authorities, Churches, Department of Public Welfare, and Schools feel that this type of a home is a solution to many of the trouble youths' are faced with. Over 90% of the boys who have lived at the home have been returned successfully to their own homes.

For further information contact.—Mr. Russell L. Fiske, Director, P.O. Box 2221, Wilmington, Delaware.

PROGRAM FOR YOUTH AGED 16-21

Community.—Claymont Junior-Senior High School.

Health.—1. Chest X-Ray for all 10th grade pupils.

2. Hearing test in grade 11.

3. Screening tests for eye defects 10, 11, 12.

4. Heights; weights as guide to growth in 10, 11, 12.

5. Dental care on a limited basis for indigent, as necessary.

6. Health Education in Phys Ed classes, biology, sociology, science, Home Ec. Most areas covered; drug abuse; alcoholism; smoking; contagious disease control; mental illness; nutrition.

Education.—Drop-outs are referred to James H. Grove High School. We also report them to the Delaware State Employment Commission.

We offer summer remedial and developmental reading program.

Summer Driver Education course; Summer Typing class; Both Junior and Senior H. S. Math Review courses.

Employment.—Summer employment to student; vocational training in school; Work-Study program sponsored. Counseling & placement services by Guidance Dept., Business Education Department, and others. Students given opportunities to seek employment; Prospective employers come to interview & test pupils; Students being hired under the Federal Work Plan, up to \$45 a month.

Citizenship.—Youth Canteen sponsored by Claymont Youth Council; Summer & Winter recreation program jointly sponsored by the Youth Council and New Castle County Park Commission; Summer Instrumental Musical lessons; Community Orchestra; Arts and Science Fair.

DISTRICT OF COLUMBIA

STATE EDUCATION ACTIVITIES

STATISTICS ON YOUTHS NOT COMPLETING HIGH SCHOOL

1. How many total dropouts for each year?

1961-62	3,579	1962-63	3,800
1963-64	4,179	1964-65	4,925

2. Retention rate:

	Total 9th graders		Total high school graduates ¹	High school graduates in—	As percentage of 9th graders in—	
1958-59	5,558	1961-62	3,373	1961-62	1958-59	60.7
1959-60	5,445	1962-63	3,507	1962-63	1959-60	64.4
1960-61	5,954	1963-64	4,042	1963-64	1960-61	67.9
1961-62	6,918	1964-65	4,675	1964-65	1961-62	67.6

¹ Includes vocational high school graduates.

3. How many dropouts in each grade, 6 through 12? Not available by grade, only by level.

4. How many 16 and over drop out (to work)?

1961-62	930	1962-63	905
1963-64	1,081	1964-65	1,181

5. How many below 16 drop out (to work)?

1961-62	8	1962-63	16
1963-64	2	1964-65	3

6. How many drop out because of (64-65):

		Percent
Physical disability or illness	660	13.4
Mental incapacity		
Institutionalized		
Armed Services	522	10.6
Employment	58	1.2
Economic reasons other than employment	1,184	24.1
Death	327	6.6
Marriage		
Miscellaneous	61	1.2
Lack of interest		
By order of the Board of Education	1,703	34.6
Disciplinary action	6	0.1
Over-age	48	1.0
Poor attendance	31	0.6
Subjects too difficult	262	5.3
Family problems	26	0.5
Course cancelled	35	0.7
	2	
	4,925	

#9
1963-64
dropout data
Coming

House Comm

Lack of interest
Poor Attendance

1963

1962

1963

Arlington County Public Schools

1426 North Quincy Street
Arlington 10, Virginia

Office of the Superintendent

Jackson 2-7700

June 30, 1966

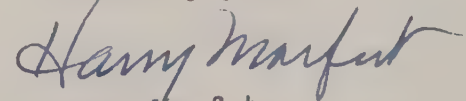
Dr. Eunice Matthews
Education Chief,
House Committee for Education and Labor
2181 Rayburn House Office Building
Washington, D. C.

Dear Dr. Matthews:

The following information has been obtained in answer to your telephone request on June 28, 1966. These figures are based on the 1965-66 school year.

- | | |
|---|--|
| 1. Tax Base (assessment): | \$608,317,766. |
| 2. School Tax Rates: | \$2.44 per \$100 assessed value of
real property
\$2.38 per \$100 assessed value of
personal property |
| 3. Per-pupil expenditure (operating): | \$706.09. |
| 4. Average per capita income: | \$5,161. |
| Median per capita income (male): | \$5,789. |
| Median per capita income (female): | \$3,100. |
| Median Family income | \$8,670. |
| 5. Racial ratio: | 11.3% Negro |
| 6. Capital expenditures (construction
and improvements for past 15 years.) | \$28,500,000 |
| 7. Average age of school buildings: | 17.6 years |
| 8. Forms of grouping: | See Enclosure |
| 9. Drop-out rate: | Approximately 5% per year. |
| 10. Teacher's pay scale: | See Enclosure |
| 11. Percent graduates going to college: | 80% |
| 12. Pupil Teacher Ratios: | Elem. 27 to 1; Secondary 20 to 1. |
| 13. No split sessions. | |

Sincerely yours,



Harry Marfut,
Assistant Director of Research

HM:dp
Enclosures

C-7

Montgomery Co —
Dropouts

Pages 18 & 21

Whimsy Independent
Area 1

REPORT ON DROPOUTS

1961-62

Office of Research
Montgomery County Public Schools
Rockville, Maryland

March 1964

FOREWORD

There is an increasing interest in the characteristics and subsequent activities of students who withdraw from school after they have reached the age at which they are no longer required by law to attend. Many governmental and private agencies are undertaking to study the background and the patterns of behavior of these young people in the hope that some solutions to the dropout problem will be forthcoming. In June 1963, the Maryland State Department of Education issued a study under the title, Our Dropouts, designed to give a composite picture of dropouts in the state as a whole, and to present data which might be useful to educators in the prevention of future dropouts.

The present study, undertaken by the Office of Research of the Montgomery County Public Schools in cooperation with the secondary principals of the county, has a similar purpose with respect to some of the permanent withdrawals in Montgomery County who may be properly regarded as dropouts.

TABLE OF CONTENTS

	Page
Foreword.	i
List of Tables	iii
Introduction.	1
Who Is a Dropout?	1
When Do Dropouts Drop Out?	3
How Old Are Dropouts When They Drop Out?	4
What Is the Attendance Record of the Dropout?	5
What Is the Scholastic Aptitude of the Dropout?	7
How Does the Dropout Achieve?	9
Do Dropouts Participate in Extra-Curricular Activities?	10
Have Dropouts Been Referred to the Office of Pupil Services? .	14
How Long Had the Dropout Been in the Montgomery County Public Schools?	14
What are the Underlying Reasons for Students Leaving School? .	14
Are Dropouts Currently Employed ?	18
Do Schools Vary As to the Per Cent of Total Enrollment Who Drop Out?	20
Summary and Conclusions	20

LIST OF TABLES

<u>Table</u>		<u>Page</u>
1	Permanent Withdrawals, Grades 7 through 12, 1961-62.	2
2	Withdrawals Coded W-8, Sixteen Years of Age or Over, 1961-62	2
3	Number and Per Cent of Dropouts in Each Grade, 1961-62 . . .	3
4	Number and Average Age of Dropouts at Each Grade Level, 1961-62	4
5	Number and Per Cent of Dropouts at Each Age Level, 1961-62	4
6	Number and Per Cent of Dropouts Having Been in Attendance the Indicated Per Cent of the Time, 1961-62	6
7	Number and Average IQ of Dropouts by Grade, 1961-62.	7
8	Number and Per Cent of Dropouts at Various IQ Levels, 1961-62	8
9	Average Deviation Scores of Dropouts on Four Tests of the California Achievement Battery, 1961-62	9
10	Number and Per Cent Having Average Deviation Scores as Indicated, 1961-62.	11
11	Number and Per Cent of Dropouts Having Average Marks Indicated, 1961-62	12
12	Number and Per Cent of Dropouts Who Participated In Extra- Curricular Activities to the Extent Indicated, 1961-62. .	13
13	Number and Per Cent of Dropouts Referred to Office of Pupil Services Prior to Withdrawal, 1961-62	15
14	Number and Per Cent of Dropouts Having Attended Montgomery County Public Schools for the Length of Time Indicated. .	16
15	Number and Per Cent of Dropouts for Whom the Indicated Reason was Cited as the Underlying Reason for Withdrawal.	17
16	Current Employment Status of Withdrawals, 1961-62.	19
17	Dropouts by Schools, 1961-62	20

INTRODUCTION

Recent national concern about school dropouts has been stimulated by an increasing awareness of the number of unemployed youths found in our cities -- a situation which Dr. Conant has called "social dynamite." As industry continues to develop technologically, educational requirements for employment are increasing, while the jobs demanding no special skills are rapidly being eliminated. It is in this latter type of employment that most dropouts formerly made their entry into the work-a-day world. An interesting paradox in the current employment-unemployment ratio is that "the number of available, but unfilled, skilled jobs in the United States is generally equal to the number of those unemployed because they possess no skills."¹

The educators' concern for dropouts is heightened by the realization that most of these students choose to leave school prior to graduation, and that few, if any of them, are really aware of the lack of employment opportunity that awaits them in the adult world.

This report will present an analysis of some of the characteristics of the students in the Montgomery County Public Schools who withdrew during the school year 1961-62 because they were no longer required by law to attend, having reached their sixteenth birthdays.

The data upon which the analysis is based was obtained from secondary school principals who were asked to provide certain information about students who had withdrawn during the school year 1961-62 for the reason stated in the schools' annual report as "16 years of age or over." The information is summarized for each grade and for the county as a whole.

WHO IS A DROPOUT ?

The Montgomery County annual report to the State Department of Education for the 1961-62 school year shows the number of students who permanently withdrew during that year classified by reasons for withdrawal. A summary of these data for Grades 7 through 12 is shown in Table 1.

Only those students for whom W-8, "16 years of age or over," was given as the reason for withdrawal (75 per cent of the total) were identified for this study. Preliminary examination of the information about these students revealed that not all of them were, in fact, permanent withdrawals but that many had re-entered school at a later date, either in Montgomery County or elsewhere. Attention in this study was focused on only those students who did not re-enter. They were considered to be dropouts about whom information is presented in this report.

¹ Daniel Schreiber, "School Dropouts," NEA Journal, Vol. 51, No. 5 (May, 1962), 52.

TABLE 1

Permanent Withdrawals, Grades 7 through 12
1961-62

Reasons for Withdrawal	Number and Per Cent of Withdrawals					
	Boys		Girls		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Total Withdrawals	326	-	192	-	518	100.0
W 5 - Special Case*	20	6.1	3	1.6	23	4.4
W 6 - Enlisted or drafted In U.S. Armed Services	30	9.2	0	-	30	5.8
W 8 - 16 years of age or over	263	80.7	127	66.1	390	75.3
W11 - Economic reasons other than employment	4	1.2	6	3.1	10	1.9
W12 - Marriage	4	1.2	55	28.7	59	11.4
W14 - Of compulsory attendance age and permanently suspended	5	1.5	1	0.5	6	1.2

* Applied to pupils under 16 years of age whose needs cannot be met in the schools due to emotional instability or other serious causes.

In Table 2 will be found basic statistics as to total enrollment and the number and per cents of students who withdrew in 1961-62, having passed the age of compulsory attendance.

TABLE 2

Withdrawals Coded W-8, Sixteen Years of Age or Over
1961-62

Sex	Total Enrollment	Total Withdrawals	Number of Re-entries in 1962-63	Permanent Withdrawals	
				No.	%
Total	35,432	387*	71	316	0.9
Male	17,902	260*	46	214	1.2
Female	17,530	127	25	102	0.6

* Three (3) post graduate boys excluded from totals appearing in Table 1.

It is of interest to note that 71 students of 18.3 per cent of the withdrawals reported to the state returned to school. A study of these students shows that 73% of them re-entered a regular Montgomery County school and 10% enrolled in the Wheaton Evening High School. The remaining 17% either entered a non-public school in the area (4%) or left the county and enrolled in a school elsewhere (13%).

It is noteworthy that less than one per cent of Montgomery County students fell in the category of permanent withdrawals identified for study here. The comparable estimated figure for Maryland as a whole in 1960-61 was 5.5%². While the dropout problem is far less acute here than in many localities, a study of the characteristics of these students can be of value in assessing the effectiveness of the school program for such students.

WHEN DO DROPOUTS DROP OUT

Table 3 shows the distributions of dropouts by the grade in which they were enrolled at time of withdrawal.

TABLE 3
Number and Per Cent of Dropouts in Each Grade
1961-62

Sex	Total Number of Dropouts	Grade 7		Grade 8		Grade 9		Grade 10		Grade 11		Grade 12		Special	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Total	316	5	1.6	18	5.7	57	18.0	95	30.1	90	28.5	42	13.3	9	2.8
Male	214	4	1.9	13	6.1	47	22.0	67	31.3	47	22.0	29	13.6	7	3.3
Female	102	1	1.0	5	4.9	10	9.8	28	27.5	43	42.2	13	12.7	2	2.0

By studying Table 3 one can see how far students progressed through the educational program of the school system before dropping out. Approximately one-fourth (25.3%) of those who dropped out did so before reaching the senior high school (Grade 10). It must be borne in mind that compulsory attendance regulations affect this figure and there is no telling how many more students would have dropped out had they not been required by law to attend until they reached 16 years of age. Data on the ages of dropouts reported in detail later (See Tables 4 and 5, page 4) show that the average age of students in Grades 7, 8, and 9 at the time of withdrawal was 16.6 years or less. It would appear that many pupils in these grades left school soon after it became

² Total enrollment in the State of Maryland Secondary Schools was 249,101 on October 31, 1960. Estimated total dropouts in all high schools in 1960-61 was 13,715 as reported in "Our Dropouts", Maryland State Department of Education, June 1963, Table 1.

legally permissible. In addition, it will be noted that the per cent of dropouts increased markedly in Grades 10 and 11 when larger numbers of students reached their sixteenth year. The need for further study of the relationship between the school program and the grades completed by dropouts is suggested by these statistics. Some implications for curriculum planning and instruction are suggested in the State Department's report, Our Dropouts.³

HOW OLD ARE DROPOUTS WHEN THEY DROP OUT?

Closely related to the grade level of students at the time of withdrawal is their age. Table 4 shows the average age of dropouts at the time of withdrawal for each grade.

TABLE 4

Number and Average Age of Dropouts in Each Grade
1961-62

Sex	Total		Grade 7		Grade 8		Grade 9		Grade 10		Grade 11		Grade 12		Special	
	Num- ber	Av. Age	Num- ber	Av. Age	Num- ber	Av. Age	Num- ber	Av. Age	Num- ber	Av. Age	Num- ber	Av. Age	Num- ber	Av. Age	Num- ber	Av. Age
Total	316	17.1	5	16.4	13	16.1	57	16.6	95	16.8	90	17.3	42	18.3	9	17.3
Male	214	17.1	4	16.5	13	16.1	47	16.5	67	16.8	47	17.4	29	18.5	7	17.1
Female	102	17.1	1	16.0	5	16.1	10	16.8	28	16.8	43	17.1	13	18.0	2	18.0

While for the county as a whole the average age of dropouts was slightly over 17 it will be noted that in the junior high school and in Grade 10 the average age was below this figure and within a year of the minimum legal age for withdrawal.

Perhaps a more interesting analysis of the age of dropouts is obtained by a distribution showing the numbers and per cents of pupils at various age levels at the time they withdrew. Table 5 shows such a distribution for our students.

TABLE 5

Number and Per Cent of Dropouts at Each Age Level
1961-62

Sex	Total N	16-16.9 yrs.		17-17.9 yrs.		18-18.9 yrs.		19-19.9 yrs.		Over 20 yrs.		Unknown	
		N	%*	N	%*	N	%*	N	%*	N	%*	N	%
Total	316	155	49.1	89	28.2	44	13.9	9	2.8	5	1.6	14	4.4
Male	214	108	50.5	53	27.1	30	14.0	5	2.3	4	1.9	9	4.2
Female	102	47	46.1	31	30.4	14	13.7	4	3.9	1	1.0	5	4.9

*Base excludes "unknowns."

³ "Our Dropouts," Maryland State Department of Education, June, 1963, Discussion in re Table 15.

A study of Table 5 shows that the students who dropped out of school ranged in age from 16 to over 20 years of age. It is probably true that there was a relatively small number who left school before the age of 16 by special permission, but such pupils are not included in this study. It is apparent from Table 5 that by far the largest number (155 or approximately 50%) of the students withdrew within a year after reaching their sixteenth birthdays. One cannot say with certainty how many of these would have left earlier had they been allowed to do so, or how many might have stayed in school longer if the compulsory age limit were raised to eighteen. Experienced observers of students who withdraw soon after reaching the age of sixteen report that, in many cases, students anticipating withdrawal show little interest in or enthusiasm for school activities during the months preceding their withdrawal. This observation is supported by records of irregular attendance and poor marks for these students.

WHAT IS THE ATTENDANCE RECORD OF THE DROPOUT ?

Most teachers and administrators are aware of the fact that poor attendance is a prelude to dropout in many cases. While not documented here, many dropouts are known to have had a continuing record of irregular attendance for many years, and such a record may be regarded as an easily identified symptom of disinterest and/or of lack of adjustment of the student to the school program or of the school program to his needs.

Table 6 shows a distribution of the dropouts by the per cent of time they were present during the 1961-62 school year prior to their withdrawal. A study of these data reveals that over 77% of all dropouts were present 80% of the time or less. Another way of stating this fact is to say that approximately 77% of the students missed an average of one day a week or more. The greatest number (137 or 43.4%) of pupils fall in the 61-80% attendance category. These pupils missed an average of between 1 and 2 days a week.

The attendance pattern varied among the grades. Particularly noteworthy is the fact that in Grades 11 and 12 absenteeism was somewhat more prevalent.

TABLE 6

Number and Per Cent of Dropouts Having Been in Attendance
the Indicated Per Cent of the Time
1961-62

Sex and Grade	Number of Dropouts	Per Cent of Time Present									
		Less than 20%		21-40%		41-60%		61-80%		81-100%	
		N	%	N	%	N	%	N	%	N	%
All Pupils											
Total	316	5	1.6	25	7.9	78	24.7	137	43.4	71	22.5
Male	214	4	1.9	14	6.5	51	23.8	90	42.1	55	25.7
Female	102	1	1.0	11	10.8	27	26.5	47	46.1	16	15.7
Grade 7											
Total	5	-	-	-	-	1	20.0	3	60.0	1	20.0
Male	4	-	-	-	-	1	25.0	2	50.0	1	25.0
Female	1	-	-	-	-	-	-	1	100.0	-	-
Grade 8											
Total	18	3	16.7	2	11.1	5	27.8	5	27.8	3	16.7
Male	13	2	15.4	1	7.7	3	23.1	4	30.8	3	23.1
Female	5	1	20.0	1	20.0	2	40.0	1	20.0	-	-
Grade 9											
Total	57	-	-	8	14.0	12	21.1	20	35.1	17	29.8
Male	47	-	-	5	10.6	10	21.3	17	36.2	15	31.9
Female	10	-	-	3	30.0	2	20.0	3	30.0	2	20.0
Grade 10											
Total	95	-	-	5	5.3	22	23.2	43	45.3	25	26.3
Male	67	-	-	2	3.0	15	22.4	29	43.3	21	31.3
Female	28	-	-	3	10.7	7	25.0	14	50.0	4	14.3
Grade 11											
Total	90	2	2.2	6	6.7	21	23.3	45	50.0	16	17.8
Male	47	2	4.3	5	10.6	10	21.3	22	46.8	8	17.0
Female	43	-	-	1	2.3	11	25.6	23	53.5	8	18.6
Grade 12											
Total	42	-	-	1	2.4	13	30.9	20	47.6	8	19.1
Male	29	-	-	-	-	8	27.6	15	51.7	6	20.7
Female	13	-	-	1	7.7	5	38.5	5	38.5	2	15.4
Special											
Total	9	-	-	3	33.3	4	44.4	1	11.1	1	11.1
Male	7	-	-	1	14.3	4	57.1	1	14.3	1	14.3
Female	2	-	-	2	100.0	-	-	-	-	-	-

WHAT IS THE SCHOLASTIC APTITUDE OF THE DROPOUT?

The scholastic aptitude of the students in Montgomery County is determined by the administration of the California Short-Form Test of Mental Maturity at various grade levels, and the results are expressed as intelligence quotients (IQ's). The test publisher characterizes students in the total population at various IQ levels as follows:

130 and above - Very Superior
115 - 129 - Superior
100 - 114 - High Average
85 - 99 - Low Average
70 - 84 - Inferior
69 and below - Very Inferior

In 1961-62, Montgomery County median IQ's in grades 6, 8, and 10 (the grades tested) were, respectively, 6, 10, and 5 points higher than the median in those grades in the country as a whole. Thus many of the students who withdrew deviated to an even greater extent from the "typical" student among their associates than might be assumed from a consideration of national norms.

Table 7 shows the average IQ's of dropouts by grade and for the county as a whole.

TABLE 7

Number and Average IQ of Dropouts by Grade
1961-62

Sex	Total Known IQ's		Grade 7		Grade 8		Grade 9		Grade 10		Grade 11		Grade 12		Special		Un-known
	N	Av. IQ	N	Av. IQ	N	Av. IQ	N	Av. IQ	N	Av. IQ	N	Av. IQ	N	Av. IQ	N	Av. IQ	N
Total	274	93	4	76	18	83	50	86	83	91	77	101	36	100	6	68	42
Male	184	93	3	69	13	86	43	86	59	92	38	105	24	100	4	69	30
Female	90	93	1	96	5	77	7	83	24	90	39	97	12	101	2	65	12

It is important to note that the average IQ (93) of all the students for whom scores were available is within the "average" range (85-114) for students across the nation. More significant is the fact that, whereas the average IQ's in grades 7 and 8 are below average, the level of intelligence of pupils dropping out in successive years steadily increases up to Grade 11. This would indicate that students of lower ability drop out early, that they are the pupils who reach age 16 while still in junior high school and withdraw very soon thereafter. (See data on age, Tables 4 and 5.)

TABLE 8

Number and Per Cent of Dropouts at Various IQ Levels
1961-62

Sex and Grade	Number for Whom Scores are Available	Number and Per Cent at Each Level of Intelligence (IQ)										Number Unknown
		69 and Below		70-84		85-99		100-114		115-129		
		N	%*	N	%*	N	%*	N	%*	N	%*	
All Pupils												
Total	274	22	8.0	61	22.3	100	36.5	75	27.4	16	5.8	42
Male	184	11	6.0	46	25.0	64	34.8	51	27.7	12	6.5	30
Female	90	11	12.2	15	16.7	36	40.0	24	26.7	4	4.4	12
Grade 7												
Total	4	2	50.0	1	25.0	1	25.0	-	-	-	-	1
Male	3	2	66.7	1	33.3	-	-	-	-	-	-	1
Female	1	-	-	-	-	1	100.0	-	-	-	-	-
Grade 8												
Total	13	2	11.1	9	50.0	5	27.8	2	11.1	-	-	-
Male	13	1	7.7	6	46.2	4	30.8	2	15.4	-	-	-
Female	5	1	20.0	3	60.0	1	20.0	-	-	-	-	-
Grade 9												
Total	50	2	4.0	23	46.0	22	44.0	3	6.0	-	-	7
Male	43	1	2.3	19	44.2	21	48.8	2	4.7	-	-	4
Female	7	1	14.3	4	57.1	1	14.3	1	14.3	-	-	3
Grade 10												
Total	83	3	9.6	16	19.3	33	39.8	22	26.5	4	4.8	12
Male	59	4	6.8	13	22.0	23	39.0	16	27.1	3	5.1	3
Female	24	4	16.7	3	12.5	10	41.7	6	25.0	1	4.2	4
Grade 11												
Total	77	3	3.9	7	9.1	26	33.8	32	41.6	9	11.7	13
Male	38	-	-	2	5.3	9	23.7	20	52.6	7	18.4	9
Female	39	3	7.7	5	12.8	17	43.6	12	30.8	2	5.1	4
Grade 12												
Total	36	1	2.8	3	8.3	13	36.1	16	44.4	3	8.3	6
Male	24	1	4.2	3	12.5	7	29.2	11	45.8	2	8.3	5
Female	12	-	-	-	-	6	50.0	5	41.7	1	8.3	1
Special												
Total	6	4	66.7	2	33.3	-	-	-	-	-	-	3
Male	4	2	50.0	2	50.0	-	-	-	-	-	-	3
Female	2	2	100.0	-	-	-	-	-	-	-	-	-

* Base excludes "unknown."

Perhaps a more interesting analysis of the mental ability of dropouts results when these students are classified by IQ's. Table 8 shows the number and per cent of students falling in each of several IQ levels. For the county as a whole 191 of the 274 students for whom scores were available had IQ's which are considered average or above. This represents almost 70 per cent (69.7%) of all the dropouts.

In the junior high school years a greater per cent of students were in the lower IQ categories but the number of students involved was relatively small, particularly in grades 7 and 8. In the senior high school, on the other hand, greater numbers of students in the high average and superior IQ categories dropped out. This is most conspicuous in grades 11 and 12 where over 50 per cent of the dropouts had IQ's of 100 or over.

These facts, in conjunction with the data on achievement in relation to intelligence have particular significance for curriculum programming.

HOW DOES THE DROPOUT ACHIEVE?

Two criteria for evaluating the achievement of students are the results of standardized achievement tests and teacher-given marks in school. California Achievement Tests are administered in Grades 3, 5, 6, 8, and 10, the results of which are expressed as grade equivalents. Deviation scores are determined for each student to show the extent to which his score exceeds or falls short of the average scores of pupils having the same mental age, chronological age, and grade placement. Deviation scores for dropouts on four tests (Reading Vocabulary, Reading Comprehension, Arithmetic Fundamentals, Arithmetic Reasoning) in the California battery were tabulated and averaged. These averages are summarized in Table 9.

TABLE 9

Average Deviation Scores of Dropouts on Four Tests of the
California Achievement Battery
1961-62

Sex	Number for Whom Scores Were Available	Average Deviation				
		All Tests	Reading Voc.	Reading Comp.	Arithmetic Fund.	Arithmetic Reas.
Total	189	-0.9	-1.0	-1.2	-0.9	-0.7
Male	129	-1.0	-1.1	-1.3	-1.0	-0.9
Female	60	-0.7	-0.8	-0.9	-0.6	-0.5

It is significant that, when all four tests are considered, the average grade equivalent score of these students was almost a year below that of the average score for students in the norm group for the same grade, while the average deviation for Montgomery County students generally is slightly higher than the norm. The average negative deviations in reading were generally a little greater than those in arithmetic. The reading scores have special significance since success in most school subjects is so closely related to ability to read.

A greater insight into the achievement pattern of these students may be obtained by examining data in Table 10 in which the students are distributed by deviation score. It will be noted that approximately 78 per cent of all the pupils who dropped out had achievement scores lower than the norm and that 48.7 per cent of them had scores which deviated negatively more than one year from the norm. There is variation among the grades in this respect, but in every case, most of the dropouts were underachieving by a significant amount.⁴

Another basis for studying the achievement of students is to examine the marks assigned by teachers for their work in school. Marks in English, Mathematics, Science and Social Studies for the last full semester these students were in attendance were tabulated and averaged. (Numerical values were attached to letter grades for this purpose as follows: A=4, B=3, C=2, D=1, E=0.) Students were then categorized on the basis of their average mark, and these data are summarized in Table 11, page 12.

Over 42 per cent of the students for whom marks were available had a failing average, and another 41.5 per cent had an average which was passing but was less than average. The per cents of students having failing marks were higher in the junior high school where more than 50 per cent in each grade fell in this category. It should be emphasized, however, that the number of students accounted for is relatively small. In Grades 10, 11, and 12, the per cent having failing averages decreased somewhat. It is noteworthy that in Grades 9 through 12, 45 students with marks which were average or above (C or B) withdrew.

DO DROPOUTS PARTICIPATE IN EXTRA-CURRICULAR ACTIVITIES?

Principals were asked to indicate the extent of participation in extra-curricular activities (including athletics) for pupils who had dropped out in 1961-62. Information in this regard is summarized in Table 12, page 13.

⁴For additional information on underachievement, see An Exploratory Study of Inefficient Achievement in Grade 8 (Mimeo), Office of Research, Montgomery County Public Schools, June 1962.

TABLE 10

Number and Per Cent Having Average Deviation Scores as Indicated

Sex and Grade	Number for whom scores are available	Average Deviation																No. Score
		-3.1 and below		-3.1 to -2.1		-2.0 to -1.1		-1.0 to -0.1		0 to 0.9		1.0 to 1.9		2.0 to 2.9		3.0 to 3.9		
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
All Pupils	189	16	8.5	35	18.5	41	21.7	56	29.6	19	10.1	13	6.9	7	3.7	2	1.1	127
Total	129	13	10.1	26	20.2	26	20.2	37	28.7	12	9.3	8	6.2	6	4.7	1	0.8	85
Male	60	3	5.0	9	15.0	15	25.0	19	31.7	7	11.7	5	8.3	1	1.7	1	1.7	42
Female																		
Grade 7	4	-	-	2	50.0	1	25.0	-	-	1	25.0	-	-	-	-	-	-	1
Total	3	-	-	2	66.7	1	33.3	-	-	1	100.0	-	-	-	-	-	-	1
Male	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Female																		
Grade 8	15	4	30.8	4	30.8	4	30.8	5	38.5	2	15.4	-	-	-	-	-	-	3
Total	11	-	-	2	18.2	3	27.3	4	36.4	2	18.2	-	-	-	-	-	-	2
Male	4	-	-	2	50.0	1	25.0	1	25.0	-	-	-	-	-	-	-	-	1
Female																		
Grade 9	47	4	8.5	15	31.9	13	27.7	12	25.5	2	4.3	-	-	1	2.1	-	-	10
Total	40	4	10.0	13	32.5	9	22.5	11	27.5	2	5.0	-	-	1	2.5	-	-	7
Male	7	-	-	2	28.6	4	57.1	1	14.3	-	-	-	-	-	-	-	-	3
Female																		
Grade 10	57	3	5.3	5	8.8	14	24.6	22	38.6	6	10.5	5	8.8	2	3.5	-	-	38
Total	39	2	5.1	4	10.3	9	35.9	4	10.3	4	10.3	2	5.1	-	-	-	-	28
Male	18	1	5.6	1	5.6	5	27.8	8	44.4	2	11.1	1	5.6	-	-	-	-	10
Female																		
Grade 11	44	2	4.6	8	18.2	4	9.1	13	29.5	8	18.2	4	9.1	3	6.8	2	4.6	46
Total	19	1	5.3	4	21.1	1	5.3	6	31.6	4	21.1	-	-	2	10.5	1	5.3	28
Male	25	1	4.0	4	16.0	3	12.0	7	28.0	4	16.0	4	16.0	1	4.0	1	4.0	18
Female																		
Grade 12	17	2	11.8	1	5.9	5	29.4	4	23.5	-	-	4	23.5	1	5.9	-	-	25
Total	13	2	15.4	1	7.7	3	23.1	2	15.4	-	-	4	30.8	1	7.7	-	-	16
Male	4	-	-	-	-	2	50.0	2	50.0	-	-	-	-	-	-	-	-	9
Female																		
Special	5	5	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4
Total	4	4	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3
Male	1	1	100.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1
Female																		

*Base excludes "no score."

TABLE 11

Number and Per Cent of Dropouts Having Average Marks Indicated
1961-62

Sex and Grade	Number for whom grades were known	E		D		C		B		Unknown
		N	%*	N	%*	N	%*	N	%*	
All Pupils										
Total	282	120	42.6	117	41.5	34	12.1	11	3.9	34
Male	193	91	42.5	82	38.3	16	7.5	4	1.9	21
Female	89	29	32.6	35	39.3	18	20.2	7	7.9	13
Grade 7										
Total	4	2	50.0	2	50.0	-	-	-	-	1
Male	3	1	33.3	2	66.7	-	-	-	-	1
Female	1	1	100.0	-	-	-	-	-	-	-
Grade 8										
Total	16	10	62.5	6	37.5	-	-	-	-	2
Male	12	7	58.3	5	41.7	-	-	-	-	1
Female	4	3	75.0	1	25.0	-	-	-	-	1
Grade 9										
Total	53	27	50.9	18	34.0	6	11.3	2	3.8	4
Male	43	24	55.8	14	32.6	4	9.3	1	2.3	4
Female	10	3	30.0	4	40.0	2	20.0	1	10.0	-
Grade 10										
Total	87	34	39.1	33	43.7	12	13.8	3	3.5	8
Male	62	28	45.2	27	43.5	6	9.7	1	1.6	5
Female	25	6	24.0	11	44.0	6	24.0	2	8.0	3
Grade 11										
Total	83	34	41.0	32	38.6	13	15.6	4	4.8	7
Male	44	23	52.3	16	36.4	4	9.1	1	2.3	3
Female	39	11	28.2	16	41.0	9	23.1	3	7.7	4
Grade 12										
Total	39	13	33.3	21	53.9	3	7.7	2	5.1	3
Male	29	8	27.6	18	62.1	2	6.9	1	3.4	-
Female	10	5	50.0	3	30.0	1	10.0	1	10.0	3
Special										
Total	No grades assigned	-	-	-	-	-	-	-	-	9
Male										7
Female										2

*Base excludes "unknown."

TABLE 12

Number and Per Cent of Dropouts Who Participated In
Extra-Curricular Activities to the Extent Indicated

1961-62

Sex and Grade	Number for whom Inform- ation was known	None		Some		Much		Number Unknown
		N	%*	N	%*	N	%*	
All Pupils								
Total	276	217	78.6	55	19.9	4	1.4	40
Male	189	148	78.3	38	20.1	3	1.6	25
Female	87	69	79.3	17	19.5	1	1.1	15
Grade 7								
Total	5	5	100.0	-	-	-	-	-
Male	4	4	100.0	-	-	-	-	-
Female	1	1	100.0	-	-	-	-	-
Grade 8								
Total	18	13	72.2	5	27.8	-	-	-
Male	13	10	76.9	3	23.1	-	-	-
Female	5	3	60.0	2	40.0	-	-	-
Grade 9								
Total	53	41	77.4	12	22.6	-	-	4
Male	44	33	75.0	11	25.0	-	-	3
Female	9	8	88.9	1	11.1	-	-	1
Grade 10								
Total	85	73	85.9	12	14.1	-	-	10
Male	61	51	83.6	10	16.4	-	-	6
Female	24	22	91.7	2	8.3	-	-	4
Grade 11								
Total	71	54	76.1	14	19.7	3	4.2	19
Male	36	28	77.8	6	16.7	2	5.6	11
Female	35	26	74.3	8	22.9	1	2.9	8
Grade 12								
Total	38	25	65.8	12	31.6	1	2.6	4
Male	27	18	66.7	8	29.6	1	3.7	2
Female	11	7	63.6	4	36.4	-	-	2
Special								
Total	6	6	100.0	-	-	-	-	3
Male	4	4	100.0	-	-	-	-	3
Female	2	2	100.0	-	-	-	-	-

*Base excludes "unknown."

It is abundantly clear that the majority of these students did not avail themselves of the activities provided by the school--78.6 per cent having participated not at all.⁵ Evidence of lack of compatibility with this phase of the school program is another of the symptoms which usually can be identified early and, since it is so characteristic of the dropout, may be regarded as an indicator pointing to possible early withdrawal.

HAVE DROPOUTS BEEN REFERRED TO THE OFFICE OF PUPIL SERVICES ?

Over 50 per cent of all dropouts had been referred to the Office of Pupil Services for special attention. While the per cent of students referred is larger in the junior high school, it should be noted that the number of students involved is relatively small. There is some evidence that as the students progress through the high school smaller percents of them are given special attention beyond that offered by the school staff. Table 13 shows the number and per cent of students referred to the Office of Pupil Services prior to withdrawal.

HOW LONG HAD THE DROPOUT BEEN IN THE MONTGOMERY COUNTY PUBLIC SCHOOLS ?

Table 14 shows the numbers and per cents of dropouts who attended Montgomery County Schools for various lengths of time prior to withdrawal. When all students are considered, approximately 14 per cent had been in the Montgomery County schools for less than one year while 42.7 per cent had attended for eight years or more.

WHAT WERE THE UNDERLYING REASONS FOR STUDENTS LEAVING SCHOOL ?

Principals were asked to state the underlying reason, as seen by them or the guidance officers, for an individual pupil's dropping out of school. Several reasons were given repeatedly. Some of the reasons, had they been known or taken into account at the time of withdrawal, would have led to a reclassification of the student in the annual report. For example, students dropping out for economic reasons or because of marriage might have been so classified originally and not have appeared in the W-8 category at all. By the same token, pupils so designated initially might well be considered dropouts along with those coded W-8. Bearing in mind that this study includes only the withdrawals coded W-8 at the time of withdrawal, Table 15 shows the number

⁵ No data was obtained to indicate whether lack of participation resulted from school-imposed eligibility rules or from student choice. It may be assumed that, particularly on the senior high school level, eligibility rules operated to some extent to inhibit participation in some types of activities, but the impact of this factor cannot be documented.

TABLE 13

Number and Per Cent of Dropouts Referred to
Office of Pupil Services Prior to Withdrawal

1961-62

Grade and Sex	Total Number of Withdrawals	Referred to Office of Pupil Services	
		N	%
All Pupils			
Total	316	163	51.6
Male	214	122	57.0
Female	102	41	40.2
Grade 7			
Total	5	4	80.0
Male	4	3	75.0
Female	1	1	100.0
Grade 8			
Total	18	16	88.9
Male	13	12	92.3
Female	5	4	80.0
Grade 9			
Total	57	36	63.2
Male	47	30	63.8
Female	10	6	60.0
Grade 10			
Total	95	47	49.5
Male	67	38	56.7
Female	28	9	32.1
Grade 11			
Total	90	43	47.8
Male	47	30	63.8
Female	43	13	30.2
Grade 12			
Total	42	13	31.0
Male	29	6	20.7
Female	13	7	53.8
Special			
Total	9	4	44.4
Male	7	3	42.9
Female	2	1	50.0

TABLE 14

Number and Per Cent of Dropouts Having Attended Montgomery
County Schools for the Length of Time Indicated
1961-62

Sex and Grade	No. for whom information is available	Less than 1 year		1-3.9 years		4-5.9 years		6-7.9 years		8 years or more		Unknown
		N	%*	N	%*	N	%*	N	%*	N	%*	
All Pupils												
Total	246	35	14.2	59	24.0	30	12.2	17	6.9	105	42.7	70
Male	160	21	13.1	45	28.1	16	10.0	11	6.9	67	41.9	54
Female	86	14	16.3	14	16.3	14	16.3	6	7.0	38	44.2	16
Grade 7												
Total	4	-	-	2	50.0	-	-	1	25.0	1	25.0	1
Male	3	-	-	2	66.7	-	-	-	-	1	33.3	1
Female	1	-	-	-	-	-	-	1	100.0	-	-	-
Grade 8												
Total	15	1	6.7	4	26.7	-	-	2	13.3	8	53.3	3
Male	11	1	9.1	4	36.4	-	-	2	18.2	4	36.4	2
Female	4	-	-	-	-	-	-	-	-	4	100.0	1
Grade 9												
Total	49	4	8.2	15	30.6	2	4.1	4	8.2	24	49.0	8
Male	41	3	7.3	12	29.3	1	2.4	3	7.3	22	53.7	6
Female	8	1	12.5	3	37.5	1	12.5	1	12.5	2	25.0	2
Grade 10												
Total	71	15	21.1	11	15.5	7	9.9	2	2.8	36	50.7	24
Male	45	8	17.8	8	17.8	4	8.9	1	2.2	24	53.3	22
Female	26	7	26.9	3	11.5	3	11.5	1	3.8	12	46.2	2
Grade 11												
Total	67	9	13.4	21	31.3	17	25.4	2	3.0	18	26.9	23
Male	33	6	18.2	15	45.5	8	24.2	1	3.0	3	9.1	14
Female	34	3	8.8	6	17.6	9	26.5	1	2.9	15	44.1	9
Grade 12												
Total	35	6	17.1	4	11.4	4	11.4	6	17.1	15	42.9	7
Male	23	3	13.0	3	13.0	3	13.0	4	17.4	10	43.5	6
Female	12	3	25.0	1	8.3	1	8.3	2	16.7	5	41.7	1
Special												
Total	5	-	-	2	40.0	-	-	-	-	3	60.0	4
Male	4	-	-	1	25.0	-	-	-	-	3	75.0	3
Female	1	-	-	1	100.0	-	-	-	-	-	-	1

*Base excludes "unknown"

TABLE 15

Number and Per Cent for Whom the Indicated Reason
Was Cited as the Underlying Reason for Withdrawal
1961-62

Reason	Male		Female		Total	
	No.	%*	No.	%*	N	%*
Lack of Interest	30	33.0	13	23.6	43	29.5
Broken Home	21	23.1	6	10.9	27	18.5
Parental Indifference	11	12.1	6	10.9	17	11.6
Economic Reasons	12	13.2	7	12.7	19	13.0
Misbehavior	7	7.7	-	-	7	4.8
Marriage	-	-	7	12.7	7	4.8
Lack of Scholastic Ability	2	2.2	4	7.3	6	4.1
Pregnancy	-	-	6	10.6	6	4.1
Social Maladjustment	3	3.3	-	-	3	2.1
Handicapped	1	1.1	1	1.8	2	1.4
Health	-	-	2	3.6	2	1.4
Emotionally Disturbed	2	2.2	1	1.8	3	2.1
Mentally Retarded	1	1.1	2	3.6	3	2.1
In Prison	1	1.1	-	-	1	0.7
No statement	123	-	49	-	170	-

*Base excludes "No statement"

and per cent of such students for whom various underlying reasons were cited by principals or guidance counselors.

The most significant single piece of information in this summary would seem to be that only 6.2 per cent of the withdrawals about whom a comment was made were characterized as lacking in scholastic ability (mentally retarded - 2.1%, lack of scholastic ability - 4.1%). Whereas it was apparent that, as far as IQ was concerned, 30 per cent of the dropouts had IQ's below average (Table 8, page 8), it may be inferred from the comments of principals that the adaptation of the school program to low IQ students was such that for only a very few students was the adaptation ineffective or unsuitable.

It is also significant that social adjustment and emotional disturbance were cited in only 4.2 per cent of the cases.

The most frequently occurring comment had to do with lack of interest --about 30 per cent of the dropouts having been described in those terms. This designation actually describes a symptom which is probably caused by more deep-seated and subtle factors, and may be regarded as one of the warning signals pointing to the need for careful study of the student's school adjustment if premature withdrawal is to be forestalled.

A broken home and parental indifference constitute reasons cited in another 30 per cent of the cases.

Frequency of other comments apropos reasons for withdrawal are summarized in Table 15, page 17.

ARE DROPOUTS CURRENTLY EMPLOYED ?

Of those dropouts about whom information was available, approximately three out of four of them were employed at the time of the survey (spring, 1963). Table 16 shows, by grade, the number and per cent who were employed and unemployed. The largest per cent of unemployment existed among pupils who withdrew from grades 10 and 11. A preponderance of unemployed girls in these grades may lead to a distorted picture of the magnitude of the problems at these levels. Many girls who withdrew may not have sought employment because they had married and had assumed the role of homemaker. Such information is not documented here, but should be given some consideration in interpreting the statistics.

It is interesting that the per cent of employment is highest among those who withdrew from the twelfth grade (excluding Grade 7 where information in regard to only four students is reported). This may be an indication that employers are more receptive to older applicants with more schooling.

TABLE 16

Current Employment Status of Withdrawals

1961-62

Sex and Grade	No. whose status was known	Employed		Unemployed		Number Unknown
		Number	Per Cent*	Number	Per Cent*	
All Pupils						
Total	129	98	76.0	31	24.0	127
Male	91	77	84.6	14	15.4	123
Female	38	21	55.3	17	44.7	64
Grade 7						
Total	2	2	100.0	-	-	3
Male	2	2	100.0	-	-	2
Female	-	-	-	-	-	1
Grade 8						
Total	7	5	71.4	2	28.6	11
Male	6	5	83.3	1	16.7	7
Female	1	-	-	1	100.0	4
Grade 9						
Total	19	16	84.2	3	15.8	38
Male	16	14	87.4	2	12.5	31
Female	3	2	66.7	1	33.3	7
Grade 10						
Total	46	31	67.4	15	32.6	49
Male	35	27	77.1	8	22.9	32
Female	11	4	36.4	7	63.6	17
Grade 11						
Total	36	26	72.2	10	27.8	54
Male	16	14	87.5	2	12.5	31
Female	20	12	60.0	8	40.0	23
Grade 12						
Total	19	18	94.7	1	5.3	23
Male	16	15	93.8	1	6.3	13
Female	3	3	100.0	-	-	10
Special						
Total	-	-	-	-	-	9
Male	-	-	-	-	-	7
Female	-	-	-	-	-	2

*Base excludes "unknown."

TABLE 17

Dropouts by Schools
1961-62

Junior High Schools									
Name of School	Enrollment			No. Withdrawals W-3			Per Cent W-3's		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
W. Rockville	466	392	858	3	0	3	0.64	0	0.35
Broome	558	518	1076	2	0	2	0.36	0	0.19
Leland	505	537	1042	3	0	3	0.59	0	0.29
Western	827	865	1692	0	2	2	0	0.23	0.12
N. Bethesda	827	790	1617	2	0	2	0.24	0	0.12
Gaithersburg Jr.	408	373	781	7	1	8	1.72	0.27	1.02
Takoma Park	553	534	1087	6	3	9	1.08	0.56	0.82
Montgomery Hills	635	634	1269	4	0	4	0.63	0	0.32
Kensington	722	696	1418	0	0	0	0	0	0
Eastern	676	659	1335	1	1	2	0.15	0.15	0.15
Sligo	859	847	1706	0	0	0	0	0	0
Belt	801	779	1580	2	0	2	0.25	0	0.13
Newport	738	679	1417	2	1	3	0.27	0.15	0.21
Springbrook	651	627	1278	2	0	2	0.31	0	0.16
Total Junior High Schools	9226	8930	18156	34	8	42	0.37	0.09	0.23

Junior-Senior High Schools									
Poolesville	202	219	421	8	7	15	3.96	3.20	3.56
Richard Montgomery	730	724	1454	25	9	34	3.42	1.24	2.34
Sherwood	677	631	1308	14	7	21	2.07	1.11	1.61
Gaithersburg	518	566	1084	13	8	21	2.51	1.41	1.94
Damascus	316	285	601	6	7	13	1.90	2.46	2.16
Robert E. Peary	589	538	1127	5	1	6	0.89	0.19	0.53
Rock Terrace	99	38	137	4	2	6	4.04	5.26	4.38
Total Junior-Senior High Schools	3131	3001	6132	75	41	116	2.40	1.37	1.89

Senior High Schools									
Bethesda-Chevy Chase	1148	1129	2277	13	8	21	1.13	0.71	0.92
Walter Johnson	1201	1151	2352	18	9	27	1.50	0.78	1.15
Montgomery Blair	1226	1380	2606	36	16	52	2.94	1.16	2.00
Wheaton	1016	1015	2031	19	12	31	1.87	1.18	1.53
Northwood	954	924	1878	19	8	27	1.99	0.87	1.44
Total Senior High Schools	5545	5599	11144	105	53	158	1.89	0.95	1.42
GRAND TOTAL	17902	17530	35432	214	102	316	1.20	0.58	0.89

DO SCHOOLS VARY AS TO THE PER CENT OF TOTAL ENROLLMENT WHO DROP OUT?

Table 17 shows the number and per cent of permanent withdrawals from each secondary school. Comparisons among individual schools are not very meaningful unless interpreted in the light of the characteristics of the community and the nature of the local school population. A few general observations may be made from the data in Table 17.

It should be understood that Rock Terrace is atypical in that it offers special educational opportunities to handicapped children and should not be compared with other schools in the county.

It appears that dropout in the junior-senior high schools is roughly twice as prevalent as it is in the straight senior high schools (1.89 per cent compared with 0.89 per cent).

In both the junior high and junior-senior high groups, the largest per cents of dropouts are found in the schools located in the upper or more rural sections of the county; Gaithersburg, Poolesville, Richard Montgomery, and Damascus being cases in point.

Among the senior high schools differences are small. Bethesda-Chevy Chase and Walter Johnson are the two schools having a lower percentage of dropout than the average for all senior high schools.

SUMMARY AND CONCLUSIONS

Many of the characteristics of dropouts as revealed by this analysis are the kind that develop progressively over a long period of time. The pattern of low achievement, irregular attendance, and non-participation in school activities, for example, are easily identified; and, once recognized, may act as warning signals to be heeded long before the approach of the age when withdrawal is legally permissible--long before the student announces to his teacher or guidance counselor that he is "quitting school."

Many conclusions having implications for educators as well as for others interested in the problem can be drawn from this study. A few of the more important ones are suggested here:

About twice as many boys as girls dropped out of school in 1961-62.

Approximately one-half (49.1%) of the dropouts left school within a year after becoming 16 years old, which is the earliest age one may legally withdraw.

Approximately one quarter of the youth (25.3%) withdrew during the junior high years and another 30.1% left during the first year of high school.

Poor attendance was a characteristic of most dropouts. Over 77% of all dropouts missed an average of one day a week or more during the 1961-62 school year prior to their withdrawal.

Approximately seventy per cent (69.1%) of all the students who dropped out had IQ's considered average or above in the population as a whole. In senior high school over 50 per cent of the dropouts had IQ's of 100 or over.

Almost half, 48.7 per cent, of the dropouts were underachieving by one year or more (as indicated by grade equivalent scores on standardized achievement tests.)

Approximately 42 per cent of the students for whom teacher-given marks were available had a failing average; however, there were 45 students (16%) who were maintaining marks which were average or above just prior to withdrawal.

More than 78 per cent of the withdrawals participated in no extra-curricular activities.

Only 6.2 per cent of the withdrawals were characterized as lacking in scholastic ability by the school principal or guidance officer, and less than 5 per cent were considered serious behavior problems.

Lack of interest was cited as the underlying reason for withdrawal in 30 per cent of the cases. A broken home and/or parental indifference were reasons given for another 30 per cent of the students.

Approximately three out of four of the dropouts about whom information was available were employed at the time of the survey (spring, 1963).

Many challenges and recommendations apropos the school's responsibility with respect to the dropout problem are set forth in the report of the Maryland State Department of Education, Our Dropouts. It is suggested that teachers and administrators study that report for suggestions that may be of value to each local school in the light of its own particular situation.

File - Dropouts

C-18

Public Schools of the District of Columbia
TARDINESS OF PUPILS DURING THE SECOND ADVISORY -- 1965-66
BY SCHOOLS AND SCHOOL LEVELS

OFFICE OF EXECUTIVE SECRETARY

APR 20 1966

BOARD OF EDUCATION, D. C.

Relationship to:
basic track / dropouts by
per capita school

7

Prepared by
Department of General Research, Budget, and Legislation
Office of the Statistical Analyst
April 8, 1966

Table 1.-- Summary of Pupil Tardiness for All School Levels--
Second Advisory-- 1965-66

School level	Average daily attendance	Total tardiness cases	Tardiness cases per pupil (col.3 ÷ col.2)
(1)	(2)	(3)	(4)
<u>Elementary schools</u> ^{a/}			
Regular grades 1-6 and kindergarten.....	81,864.7	33,798	.41
Special education..... ^{b/}	3,098.2	2,364	.76
Total.....	84,962.9	36,162	.43
<u>Junior high schools</u>			
Regular grades 7-9..... ^{b/}	22,995.4	23,790	1.03
Special education..... ^{c/}	2,636.7	4,941	1.87
Total.....	25,632.1	28,731	1.12
<u>Senior high schools</u>			
Regular grades 10-12.....	16,009.5	17,696	1.11
Special education..... ^{c/}	121.9	134	1.10
Total.....	16,131.4	17,830	1.11
<u>Vocational high schools</u>	2,361.8	3,255	1.38
<u>Americanization School</u>	572.6	6	.01
<u>Capitol Page School</u>	46.5	110	2.37
<u>D.C. Teachers College</u>	738.0	--	--
Grand total.....	130,445.3	86,094	.66

^{a/}Includes laboratory and other special elementary schools, as well as all regular elementary schools.

^{b/}Includes the following types of classes and facilities for handicapped pupils:
Braille, hearing conservation, occupational, orthopedically handicapped and pupils with miscellaneous health problems, severely mentally retarded, sight conservation, social adjustment, special academic and visiting instruction.

^{c/}Includes orthopedically handicapped and pupils with miscellaneous health problems, postgraduates, social adjustment, and visiting instruction.

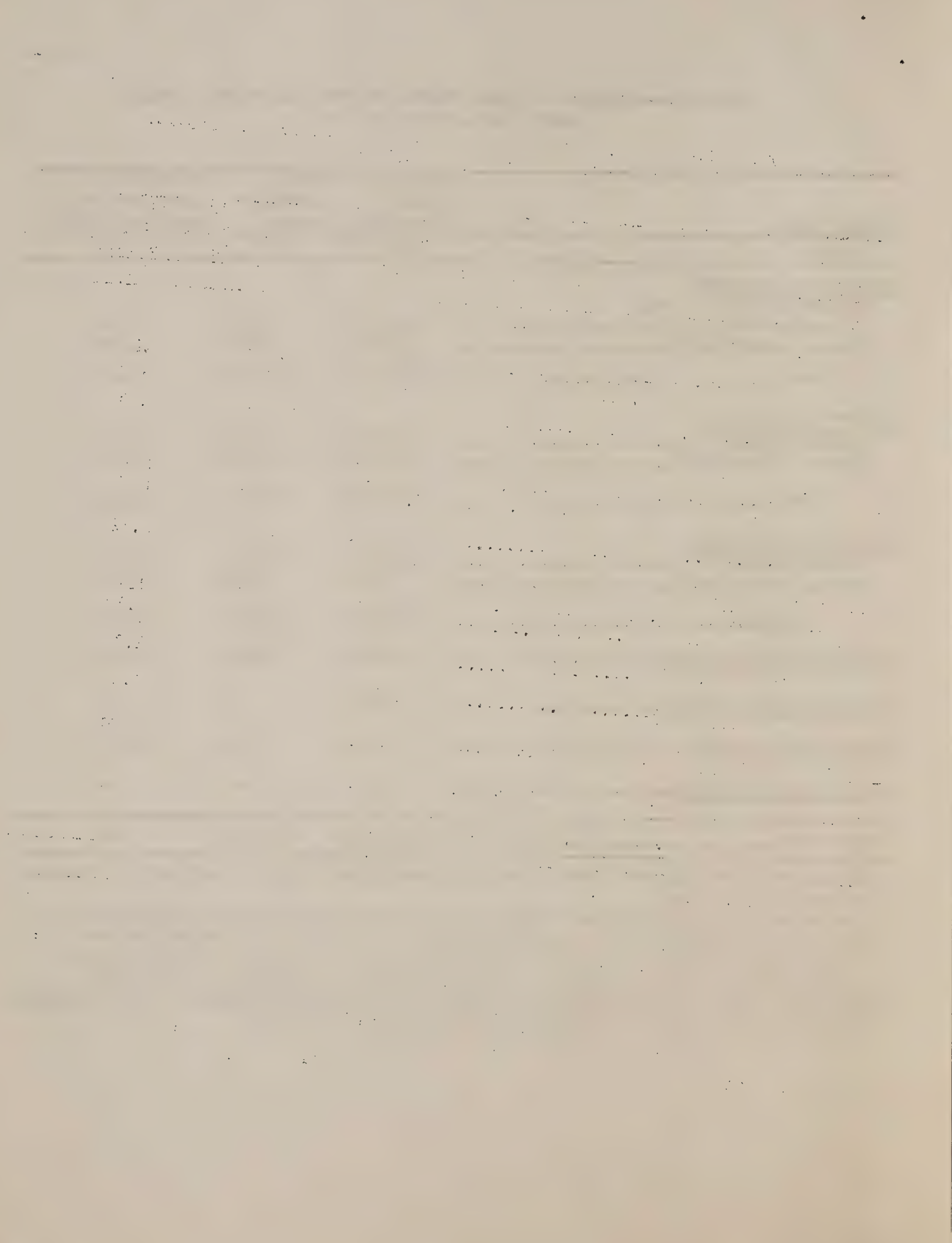


Table 2.-- Pupil Tardiness in the Elementary Schools--
Second Advisory-- 1965-66

School	Regular grades 1-6 and kindergarten			Special education ^{a/}		
	Average daily attendance	Total tardiness cases	Tardiness cases per pupil ^{b/}	Average daily attendance	Total tardiness cases	Tardiness cases per pupil ^{c/}
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Adams.....	294.4	212	.72	19.8	36	1.82
Aiton.....	900.8	370	.41	22.0	74	3.36
Amidon.....	702.8	305	.43	28.0	42	1.50
Bancroft.....	874.2	742	.85	17.3	1	.06
Barnard.....	1,102.7	1,172	1.06	53.7	53	.99
Beers.....	788.1	124	.16	11.9	--	--
Benning.....	478.5	134	.28	--	--	--
Birney.....	967.6	499	.52	36.0	38	1.06
Blair.....	240.1	259	1.08	--	--	--
Blow.....	293.8	43	.15	13.2	9	.68
Bowen, A.....	579.5	160	.28	26.2	--	--
Brent.....	192.9	120	.62	5.8	4	.69
Brightwood.....	690.7	325	.47	--	--	--
Brookland.....	340.1	31	.09	16.4	3	.18
Bruce.....	504.4	183	.36	13.1	6	.46
Bryan.....	834.9	300	.36	24.3	17	.70
Buchanan.....	632.7	535	.85	23.5	14	.60
Bundy.....	247.0	192	.78	110.4	195	1.77
Bunker Hill.....	1,107.8	531	.48	7.7	--	--
Burroughs.....	940.0	513	.55	27.5	6	.22
Burrville.....	538.5	197	.37	20.0	5	.25
Carver.....	314.7	34	.11	--	--	--
Cleveland.....	616.6	161	.26	14.2	2	.14
Congress Heights.....	643.5	226	.35	--	--	--
Cook, J.F.....	700.3	173	.25	10.1	15	1.49
Cooke, H.D.....	834.3	210	.25	26.0	--	--
Crummell.....	519.6	70	.13	15.7	5	.32
Davis.....	1,399.7	373	.27	25.4	6	.24
Draper.....	1,047.0	566	.54	34.7	60	1.73
Drew.....	897.4	390	.43	62.1	53	.85
Eaton.....	362.3	138	.38	6.9	3	.43
Eckington.....	263.7	105	.40	--	--	--
Edmonds.....	328.8	52	.16	11.3	3	.27
Emery.....	699.0	425	.61	--	--	--
Fillmore.....	116.6	56	.48	--	--	--
Gage.....	362.1	100	.28	--	--	--
Garfield.....	522.3	515	.99	--	--	--
Garrison.....	1,083.5	368	.34	30.2	53	1.75
Giddings.....	512.3	397	.77	40.4	46	1.14
Goding.....	929.1	335	.36	36.5	10	.27
Grant.....	67.4	36	.53	60.4	--	--
Green.....	1,064.0	480	.45	21.3	12	.56
Grimke.....	755.5	146	.19	33.5	36	1.07
Hardy.....	158.5	18	.11	7.3	--	--

(continued on next page)

Table 2.-- Pupil Tardiness in the Elementary Schools--
Second Advisory-- 1965-66
(Continued)

School	Regular grades 1-6 and kindergarten			Special education ^{a/}		
	Average daily attendance	Total tardiness cases	Tardiness cases per pupil ^{b/}	Average daily attendance	Total tardiness cases	Tardiness cases per pupil ^{c/}
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Harris.....	615.9	85	.14	52.8	16	.30
Harrison.....	623.8	110	.18	24.4	9	.37
Hayes.....	216.0	47	.22	12.0	2	.17
Hearst.....	220.7	22	.10	15.6	2	.13
Hendley.....	1,173.3	696	.59	13.9	14	1.01
Houston.....	770.4	295	.38	42.1	19	.45
Hyde.....	100.6	108	1.07	6.5	16	2.46
Jackson.....	70.2	159	2.26	16.1	5	.31
Janney.....	421.7	134	.32	16.2	25	1.54
Keene.....	868.7	269	.31	26.1	33	1.26
Kenilworth.....	916.0	463	.51	30.6	13	.42
Ketcham.....	682.5	340	.50	23.1	12	.52
Key.....	138.7	37	.27	14.8	--	--
Kimball.....	870.3	180	.21	26.3	16	.61
Kingsman.....	858.7	244	.28	11.7	12	1.03
Lafayette.....	673.2	282	.42	--	--	--
Langdon.....	782.6	506	.65	6.7	7	1.04
Langston.....	312.7	54	.17	--	--	--
LaSalle.....	948.9	84	.09	12.4	2	.16
Lenox.....	406.0	83	.20	26.8	3	.11
Lenox Annex.....	183.8	28	.15	--	--	--
Lewis.....	748.2	479	.64	--	--	--
Logan.....	740.2	286	.39	30.9	60	1.94
Lovejoy.....	733.4	143	.19	11.7	8	.68
Ludlow.....	204.7	68	.33	9.6	--	--
Madison.....	212.8	100	.47	11.0	2	.18
Mann.....	212.9	112	.53	7.5	--	--
Maurry.....	818.8	140	.17	9.8	--	--
Merritt.....	473.3	116	.25	30.4	11	.36
Meyer.....	1,125.6	565	.50	24.7	1	.04
Military Road.....	--	--	--	39.8	--	--
Miner.....	942.7	238	.25	53.6	39	.73
Monroe.....	636.7	141	.22	27.0	--	--
Montgomery.....	590.5	120	.20	16.4	--	--
Morgan.....	727.8	367	.50	--	--	--
Morgan Annex.....	132.4	43	.32	36.5	23	.63
Morse.....	191.0	103	.54	14.8	13	.88
Moten.....	1,047.4	704	.67	28.7	23	.80
Mott.....	668.6	325	.49	39.5	43	1.09
Murch.....	598.6	269	.45	--	--	--
Nalle.....	669.9	223	.33	16.7	--	--
Nichols Avenue.....	673.4	89	.13	17.1	6	.35
Noyes.....	773.8	484	.63	20.9	25	1.20
Orr.....	317.2	203	.64	13.9	11	.79
Oyster.....	266.9	327	1.23	--	--	--

(continued on next page)

Table 2.-- Pupil Tardiness in the Elementary Schools --
Second Advisory-- 1965-66
(Continued)

School	Regular grades 1-6 and kindergarten			Special education ^{a/}		
	Average daily attendance	Total tardiness cases	Tardiness cases per pupil ^{b/}	Average daily attendance	Total tardiness cases	Tardiness cases per pupil ^{c/}
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Park View.....	947.9	232	.24	20.3	64	3.15
Patterson.....	980.2	163	.17	--	--	--
Payne.....	776.4	323	.42	14.7	--	--
Peabody.....	319.5	83	.26	22.8	40	1.75
Perry.....	248.8	290	1.17	83.2	280	3.37
Petworth.....	704.3	488	.69	30.0	6	.20
Pierce.....	305.6	152	.50	--	--	--
Plummer.....	1,046.8	241	.23	38.9	22	.57
Powell.....	895.6	241	.27	12.3	1	.08
Randle Highlands....	384.2	253	.66	--	--	--
Raymond.....	684.9	121	.18	11.1	--	--
Richardson.....	816.1	259	.32	90.1	--	--
River Terrace.....	529.8	174	.33	6.7	--	--
Rudolph.....	946.6	445	.47	22.7	8	.35
Seaton.....	253.6	186	.73	8.9	5	.56
Shadd.....	723.2	229	.32	41.7	56	1.34
Shepherd.....	497.9	325	.65	--	--	--
Simmons.....	681.6	204	.30	10.2	--	--
Simon.....	1,110.6	316	.28	36.8	37	1.01
Slater.....	295.5	132	.45	28.7	2	.07
Slowe.....	357.2	49	.14	--	--	--
Smothers.....	537.4	65	.12	14.4	17	1.18
Stanton.....	1,155.1	782	.68	58.7	73	1.24
Stevens.....	193.1	31	.16	40.9	43	1.05
Stoddert.....	171.5	63	.37	7.3	--	--
Sumner.....	234.9	48	.20	--	--	--
Syphax.....	691.3	364	.53	22.0	13	.59
Takoma.....	502.6	215	.43	20.6	12	.58
Taylor.....	260.5	71	.27	--	--	--
Thomas.....	737.7	314	.43	17.6	4	.23
Thomson.....	469.3	769	1.64	39.6	115	2.90
Truesdell.....	667.6	153	.23	21.6	23	1.06
Turner.....	710.5	150	.21	44.5	17	.38
Tyler.....	714.5	247	.35	75.0	64	.85
Van Ness.....	752.3	394	.52	16.6	6	.36
Walker-Jones.....	707.0	173	.24	--	--	--
Watkins.....	851.2	565	.66	52.0	36	.69
Webb.....	862.6	431	.50	34.7	57	1.64
West.....	616.2	344	.56	9.0	34	3.78
Wheatley.....	656.0	271	.41	30.7	7	.23
Whittier.....	1,128.4	439	.39	22.2	25	1.13
Wilson.....	904.6	344	.38	22.7	5	.22
Woodridge.....	654.2	198	.30	8.1	--	--
Young.....	1,368.7	269	.20	33.2	14	.42

(continued on next page)

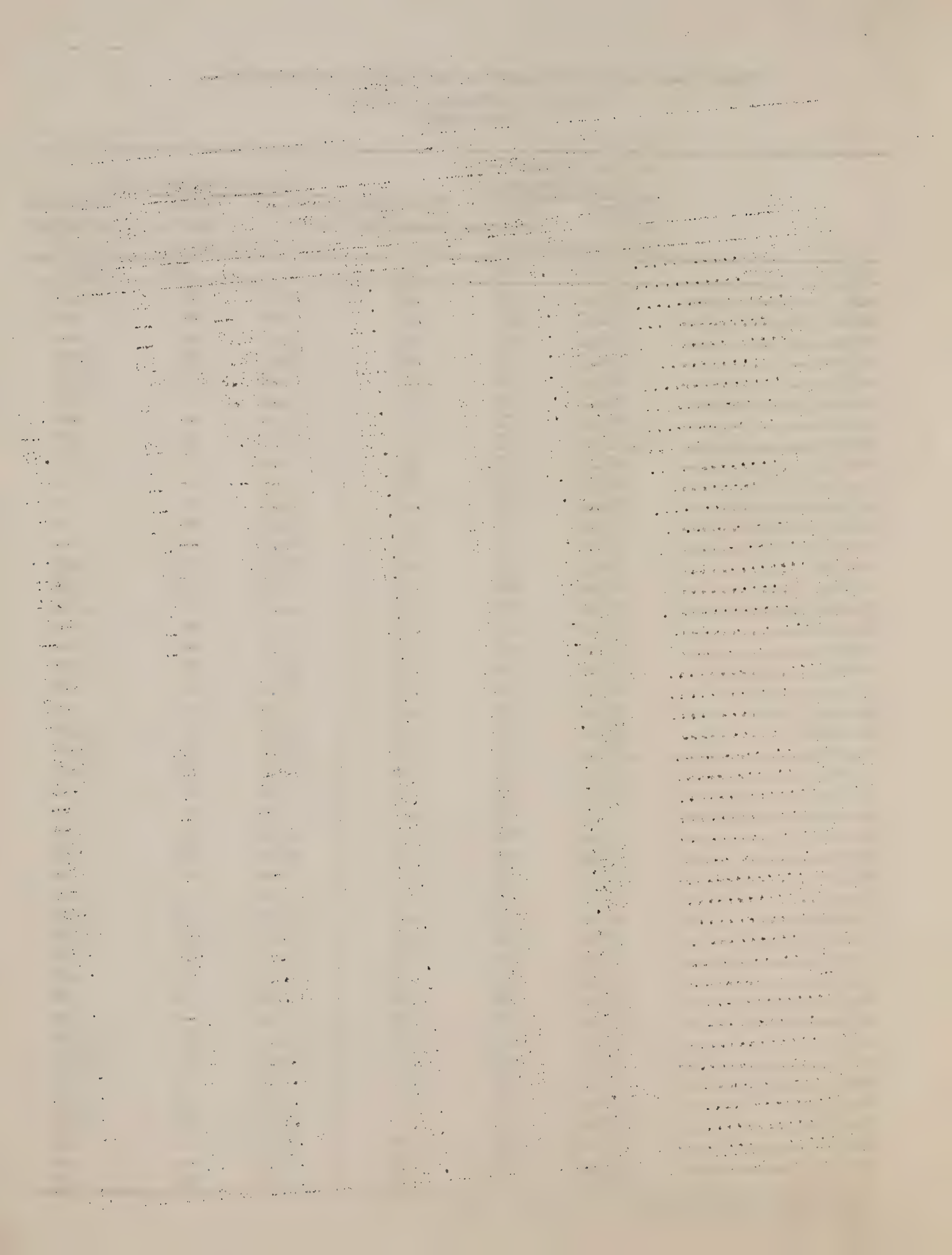


Table 2.-- Pupil Tardiness in the Elementary Schools --
Second Advisory-- 1965-66
(Continued)

School	Regular grades 1-6 and kindergarten			Special education ^{a/}		
	Average daily attendance	Total tardiness cases	Tardiness cases per pupil ^{b/}	Average daily attendance	Total tardiness cases	Tardiness cases per pupil ^{c/}
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Special facilities:						
Sharpe Health School:						
School Classes.....	--	--	--	117.7	--	--
Visiting Instr.....	--	--	--	132.0	--	--
Twilight Classes:						
Bundy.....	--	--	--	26.6	--	--
Total, elementary.....	81,864.7	33,798	.41	3,098.2	2,364	.76

^{a/} Includes the following types of classes and facilities for handicapped children; Braille, hearing conservation, occupational, orthopedically handicapped and children with miscellaneous health problems, severely mentally retarded, sight conservation, social adjustment, special academic and visiting instruction.

^{b/} Column 3 ÷ column 2x100.

^{c/} Column 6 ÷ column 5x100.

Table 3.-- Pupil Tardiness in the Junior High Schools --
Second Advisory -- 1965-66

School	Regular grades 7-9			Special education ^{a/}		
	Average daily attendance	Total tardiness cases	Tardiness cases per pupil ^{b/}	Average daily attendance	Total tardiness cases	Tardiness cases per pupil ^{c/}
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Backus.....	1,180.8	1,355	1.15	63.6	156	2.45
Banneker.....	1,146.2	2,101	1.83	126.6	447	3.53
Browne.....	1,047.7	104	.10	137.2	121	.88
Deal.....	1,096.7	725	.66	3.1	2	.65
Douglass.....	886.3	1,416	1.60	90.9	232	2.55
Eliot.....	1,004.6	1,237	1.23	59.7	123	2.06
Evans.....	663.6	258	.39	126.3	70	.55
Francis.....	600.3	774	1.29	106.1	188	1.77
Garnet-Patterson.....	640.3	935	1.46	106.1	272	2.56
Gordon.....	868.3	1,176	1.35	34.5	65	1.88
Hart.....	1,304.8	1,883	1.44	66.0	133	2.02
Hine.....	797.6	855	1.07	34.1	51	1.50
Jefferson.....	546.3	56	.10	23.9	12	.50
Kramer.....	1,028.5	631	.61	84.1	161	1.91
Langley.....	929.2	466	.50	72.3	145	2.01
Macfarland.....	1,118.3	1,079	.96	89.5	166	1.85
Miller.....	952.9	1,639	1.72	82.9	263	3.17
Paul.....	1,065.2	1,828	1.72	40.2	108	2.69
Randall.....	714.5	322	.45	142.9	193	1.35
Shaw.....	813.0	1,023	1.26	298.7	512	1.71
Sousa.....	1,117.9	715	.64	45.3	64	1.41
Stuart.....	641.1	837	1.31	188.9	480	2.54
Taft.....	1,031.2	400	.39	125.8	82	.65
Terrell.....	840.2	1,427	1.70	131.1	333	2.54
Woodson.....	959.9	548	.57	146.5	330	2.25
Special facilities:						
Sharpe Health School:						
School Classes....	--	--	--	41.3	1	.02
Visiting Instr....	--	--	--	86.5	54	.62
Girls' School ^{d/}	--	--	--	17.5	64	3.66
Boys' School ^{e/}	--	--	--	20.5	113	5.51
Twilight Classes:						
Francis.....	--	--	--	18.9	--	--
Sousa.....	--	--	--	25.7	--	--
Total, Junior high...	22,995.4	23,790.	1.03	2,636.7	4,941	1.87

^{a/} Includes the following types of classes and facilities for handicapped pupils:
Braille, hearing conservation, orthopedically handicapped and pupils with miscellaneous health problems, severally mentally retarded, sight conservation, social adjustment, special academic and visiting instruction.

^{b/} Column 3 ÷ column 2.

^{c/} Column 6 ÷ column 5.

^{d/} Located in Webster Administration Building. School Centered Rehabilitation Program.

^{e/} Located in Randall Junior High School.

Date		Description		Amount	
1900	Jan 1	Balance		100.00	
1900	Jan 5	Interest		5.00	
1900	Jan 10	Interest		5.00	
1900	Jan 15	Interest		5.00	
1900	Jan 20	Interest		5.00	
1900	Jan 25	Interest		5.00	
1900	Jan 30	Interest		5.00	
1900	Feb 1	Interest		5.00	
1900	Feb 5	Interest		5.00	
1900	Feb 10	Interest		5.00	
1900	Feb 15	Interest		5.00	
1900	Feb 20	Interest		5.00	
1900	Feb 25	Interest		5.00	
1900	Feb 28	Interest		5.00	
1900	Mar 1	Interest		5.00	
1900	Mar 5	Interest		5.00	
1900	Mar 10	Interest		5.00	
1900	Mar 15	Interest		5.00	
1900	Mar 20	Interest		5.00	
1900	Mar 25	Interest		5.00	
1900	Mar 30	Interest		5.00	
1900	Apr 1	Interest		5.00	
1900	Apr 5	Interest		5.00	
1900	Apr 10	Interest		5.00	
1900	Apr 15	Interest		5.00	
1900	Apr 20	Interest		5.00	
1900	Apr 25	Interest		5.00	
1900	Apr 30	Interest		5.00	
1900	May 1	Interest		5.00	
1900	May 5	Interest		5.00	
1900	May 10	Interest		5.00	
1900	May 15	Interest		5.00	
1900	May 20	Interest		5.00	
1900	May 25	Interest		5.00	
1900	May 30	Interest		5.00	
1900	Jun 1	Interest		5.00	
1900	Jun 5	Interest		5.00	
1900	Jun 10	Interest		5.00	
1900	Jun 15	Interest		5.00	
1900	Jun 20	Interest		5.00	
1900	Jun 25	Interest		5.00	
1900	Jun 30	Interest		5.00	
1900	Jul 1	Interest		5.00	
1900	Jul 5	Interest		5.00	
1900	Jul 10	Interest		5.00	
1900	Jul 15	Interest		5.00	
1900	Jul 20	Interest		5.00	
1900	Jul 25	Interest		5.00	
1900	Jul 30	Interest		5.00	
1900	Aug 1	Interest		5.00	
1900	Aug 5	Interest		5.00	
1900	Aug 10	Interest		5.00	
1900	Aug 15	Interest		5.00	
1900	Aug 20	Interest		5.00	
1900	Aug 25	Interest		5.00	
1900	Aug 30	Interest		5.00	
1900	Sep 1	Interest		5.00	
1900	Sep 5	Interest		5.00	
1900	Sep 10	Interest		5.00	
1900	Sep 15	Interest		5.00	
1900	Sep 20	Interest		5.00	
1900	Sep 25	Interest		5.00	
1900	Sep 30	Interest		5.00	
1900	Oct 1	Interest		5.00	
1900	Oct 5	Interest		5.00	
1900	Oct 10	Interest		5.00	
1900	Oct 15	Interest		5.00	
1900	Oct 20	Interest		5.00	
1900	Oct 25	Interest		5.00	
1900	Oct 30	Interest		5.00	
1900	Nov 1	Interest		5.00	
1900	Nov 5	Interest		5.00	
1900	Nov 10	Interest		5.00	
1900	Nov 15	Interest		5.00	
1900	Nov 20	Interest		5.00	
1900	Nov 25	Interest		5.00	
1900	Nov 30	Interest		5.00	
1900	Dec 1	Interest		5.00	
1900	Dec 5	Interest		5.00	
1900	Dec 10	Interest		5.00	
1900	Dec 15	Interest		5.00	
1900	Dec 20	Interest		5.00	
1900	Dec 25	Interest		5.00	
1900	Dec 30	Interest		5.00	
1900	Dec 31	Interest		5.00	
1900	Total			1000.00	

Table 4.-- Pupil Tardiness in the Senior and Vocational
High Schools -- Second Advisory -- 1965-66

School level	Average daily attendance	Total tardiness cases	Tardiness cases per pupil (col. 3 ÷ col.2)
(1)	(2)	(3)	(4)
<u>Senior high schools^{a/}</u>			
Anacostia.....	1,309.4	1,569	1.20
Ballou.....	1,256.5	2,038	1.62
Cardozo.....	1,413.2	2,141	1.52
Coolidge.....	1,454.8	2,475	1.70
Dunbar.....	1,254.5	735	.59
Eastern.....	2,169.0	1,778	.82
McKinley.....	1,942.5	1,112	.57
Roosevelt.....	1,323.1	1,507	1.14
Spingarn.....	1,448.4	1,936	1.34
Western.....	1,169.2	1,229	1.05
Wilson.....	1,268.9	1,176	.93
Special facilities:			
Sharpe Health School:			
School Classes.....	18.6	--	--
Visiting Instr.....	64.0	37	.58
Girls' School ^{b/}	32.7	67	2.05
Boys's School ^{c/}	5.4	30	5.56
Twilight Classes:			
Francis.....	1.2	--	--
Total, senior high.....	16,131.4	17,830	1.11
<u>Vocational high schools</u>			
Bell.....	379.4	215	.57
Burdick.....	462.6	441	.95
Chamberlain.....	455.7	952	2.09
Phelps.....	594.6	709	1.19
Washington.....	469.5	938	.17
Total, vocational high.....	2,361.8	3,255	1.38

^{a/} The figure for senior high schools includes special education (Orthopedically handicapped and pupils with miscellaneous health problems, postgraduates, social adjustment and visiting instruction) as well as the regular grades 10-12.

^{b/} Located in Webster Administration Building. School Centered Rehabilitation Program.

^{c/} Located in Randall Junior High School.

Pl C-20 ~~in~~ evidence

Public Schools of the District of Columbia

NUMBER OF HIGH SCHOOL DROP-OUTS RE-ENTERING ARMSTRONG ADULT
EDUCATION CENTER AND THE STAY PROGRAM FOR THE PURPOSE
OF RECEIVING A DIPLOMA

	No. of Drop-outs <u>Re-entering</u>
<u>Armstrong Adult Education Center (Since 1963)^{a/}</u> Drop-outs re-entering (approx.) ^{b/}	610
<u>Stay Program (Since 1965)^{c/} -(Spingarn H.S.)</u> Drop-outs re-entering	760
	<hr/>
Total Drop-outs Re-entering	<u>1,370</u>

a/Organized in 1963.

b/Several of these pupils dropped out of school prior to 1960-61.

c/Organized March 1, 1965.

Prepared by
Department of General Research, Budget, and Legislation
Office of the Statistical Analyst
October 5, 1966

1. The first part of the paper is devoted to a general discussion of the problem of the existence of solutions of the system of equations

2. The second part of the paper is devoted to a detailed study of the problem of the existence of solutions of the system of equations

3. The third part of the paper is devoted to a detailed study of the problem of the existence of solutions of the system of equations

Table 6. Serving All Levels--Number of Teachers Serving All Levels
October 21, 1965

Classification (1)	Number of teachers (2)
<u>General Research, Budget, and Legislation</u>	2
Research assistants	
<u>Personnel Office</u>	1
<u>Pupil Personnel Services</u>	
School psychologists	30
School social workers	3
<u>Reading Clinic</u>	41.5
<u>Speech Clinic</u>	76
<u>Urban Service Corps</u>	1
<u>Visual and Auditory Aids, and Library Services</u>	2
<u>Work Training Program (Includes 1 counselor)</u>	2
To balance to nearest whole number .....	.5
Total, serving all levels	159

The first part of the paper is devoted to a general discussion of the problem. It is shown that the problem is of great importance in the theory of the structure of matter. The second part is devoted to a detailed analysis of the problem. It is shown that the problem is of great importance in the theory of the structure of matter.

The third part of the paper is devoted to a detailed analysis of the problem. It is shown that the problem is of great importance in the theory of the structure of matter.

The fourth part of the paper is devoted to a detailed analysis of the problem. It is shown that the problem is of great importance in the theory of the structure of matter.

The fifth part of the paper is devoted to a detailed analysis of the problem. It is shown that the problem is of great importance in the theory of the structure of matter.

The sixth part of the paper is devoted to a detailed analysis of the problem. It is shown that the problem is of great importance in the theory of the structure of matter.

The seventh part of the paper is devoted to a detailed analysis of the problem. It is shown that the problem is of great importance in the theory of the structure of matter.

The eighth part of the paper is devoted to a detailed analysis of the problem. It is shown that the problem is of great importance in the theory of the structure of matter.

The ninth part of the paper is devoted to a detailed analysis of the problem. It is shown that the problem is of great importance in the theory of the structure of matter.

The tenth part of the paper is devoted to a detailed analysis of the problem. It is shown that the problem is of great importance in the theory of the structure of matter.

The eleventh part of the paper is devoted to a detailed analysis of the problem. It is shown that the problem is of great importance in the theory of the structure of matter.

The twelfth part of the paper is devoted to a detailed analysis of the problem. It is shown that the problem is of great importance in the theory of the structure of matter.

The thirteenth part of the paper is devoted to a detailed analysis of the problem. It is shown that the problem is of great importance in the theory of the structure of matter.

The fourteenth part of the paper is devoted to a detailed analysis of the problem. It is shown that the problem is of great importance in the theory of the structure of matter.

The fifteenth part of the paper is devoted to a detailed analysis of the problem. It is shown that the problem is of great importance in the theory of the structure of matter.

The sixteenth part of the paper is devoted to a detailed analysis of the problem. It is shown that the problem is of great importance in the theory of the structure of matter.

The seventeenth part of the paper is devoted to a detailed analysis of the problem. It is shown that the problem is of great importance in the theory of the structure of matter.

Public Schools of the District of Columbia

PUBLIC SCHOOL BUILDINGS THAT ARE FIFTY YEARS OLD OR OLDER
AND NUMBER OF CLASSROOMS, BY LEVEL

MAY 1966

41 E-1

Number of buildings built before 1900		Number of buildings built between 1900 and 1916		Total number of buildings built before 1916	
(1)	(2)	(3)	(4)	(5)	(6)
Number of classrooms		Number of classrooms		Number of classrooms	
(1)	(2)	(3)	(4)	(5)	(6)
Elementary	32	414	29	441	61
Junior High	-	-	2	105	2
Senior High	1	54	-	-	1
Vocational High	-	-	2	30 (Shops)	2
Adult Education Center ...	-	-	1	46	1
TOTAL	33	468	34	622	67
PERCENT .....	.18	-	.19	-	.37
				1,090	

TOTAL NUMBER OF SCHOOL BUILDINGS AND CLASSROOMS, BY LEVEL*

MAY 1966

Number of buildings		Number of classrooms	
(1)	(2)	(3)	(4)
Number of buildings		Number of classrooms	
(1)	(2)	(3)	(4)
Elementary	138	2,666	
Junior High	25	1,171	
Senior High	11	718	
Vocational High	5	75 (Shops)	
Adult Education Center	1	46	
TOTAL	180	4,676	



*Does not include Teachers College (2 buildings) and Sharpe Health School (1 building).

C-21

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
Franklin Administration Building
Thirteenth and K Streets, N. W.
Washington, D. C. 20005

TRACKS OCCUPIED BY DROPOUTS

As a result of the survey of August, 1963, it was found that at the junior high school level 266 dropouts had been assigned to the basic track, 245 dropouts to the regular track and 3 dropouts to the honors track. At the senior high school level 141 dropouts had been assigned to the basic track, 258 dropouts to the general track, 37 dropouts to the regular college preparatory track and 5 dropouts to the honors track.

As a result of the survey of August, 1964, it was found that at the junior high school level 252 dropouts had been assigned to the basic track, 298 dropouts to the regular track, and none to the honors track. At the senior high school level 118 dropouts had been assigned to the basic track, 317 dropouts to the general track, 175 dropouts to the regular college preparatory track and 1 dropout to the honors track.

No information regarding the track assignment of dropouts was obtained in the survey of July and August, 1965.

Prepared in the Office of the
Superintendent of Schools
October 5, 1966

TABLE 1. DROPOUTS

As a result of the survey of August, 1963, it was found that at the Junior high school level 266 dropouts had been assigned to the basic track, 245 dropouts to the regular track and 3 dropouts to the honors track. At the senior high school level 141 dropouts had been assigned to the basic track, 128 dropouts to the general track, 37 dropouts to the regular college preparatory track and 5 dropouts to the honors track.

As a result of the survey of August, 1964, it was found that at the Junior high school level 222 dropouts had been assigned to the basic track, 298 dropouts to the regular track, and none to the honors track. At the senior high school level 118 dropouts had been assigned to the basic track, 317 dropouts to the general track, 175 dropouts to the regular college preparatory track and 1 dropout to the honors track.

No information regarding the track assignment of dropouts was obtained in the survey of July and August, 1965.

C-22
in evidence

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
Franklin Administration Building
Thirteenth and K Streets, N. W.
Washington, D. C. 20005

NUMBER OF SCHOOL PERSONNEL INVOLVED IN DROPOUT SURVEYS

In the dropout survey conducted in August, 1963, 43 teachers and counselors of the D. C. school system were involved.

In the dropout survey conducted in July and August, 1964, 16 counselors, 2 team leaders, and 1 project director were involved.

In the dropout survey conducted in July and August, 1965, 23 counselors, 2 team leaders, and 2 project directors were involved.

Prepared in the Office of the
Superintendent of Schools
October 5, 1966

UNITED STATES DEPARTMENT OF THE INTERIOR
BUREAU OF LAND MANAGEMENT
WASHINGTON, D. C. 20250

REPORT OF THE BUREAU OF LAND MANAGEMENT

In the drop-out survey conducted in August, 1961,
48 teachers and counselors of the D. C. school system

In the drop-out survey conducted in July and August,
1964, 16 counselors, 3 team leaders, and 1 project

In the drop-out survey conducted in July and August,
1965, 23 counselors, 3 team leaders, and 1 project
directors were involved.

Approved for the Office of the
Director of the Bureau of Land Management
August 1, 1965

Public Schools of the District of Columbia

NUMBER OF PEOPLE IN THE DEPARTMENT OF PUPIL PERSONNEL
PRESENTLY ENGAGED IN THE PROGRAM TO IDENTIFY AND
ADMINISTER TO THOSE CHILDREN WHO ARE DROP-OUT PRONE

- 2 - Supervising Directors
- 2 - Assistant Directors
- 2 - Part - time Psychiatrists (working
on program but not on Budget)
- 4 - Psychiatric Social Workers
- 5 - Clinical Psychologists
- 6 - Attendance Officers
- 6 - School Psychologists
- 51 - Pupil Personnel Aides
- 45 - Pupil Personnel Workers
- 2 - Administrative Aides GS-6
- 2 - Administrative Clerks GS-5
- 11 - GS-4 Clerk Typists
- 3 - GS-2 Clerks

Note: Data secured from Department of Pupil Personnel
Services (August 22, 1966).

Prepared by

Department of General Research, Budget, and Legislation
Office of the Statistical Analyst
September 2, 1966

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
DEPARTMENT OF SPECIAL EDUCATION
School Administration Annex No. 1 (Ross)
1730 R Street, N. W.
Washington, D. C.

P. 4 -
Basic

CLASSES IN SPECIAL EDUCATION - KINDERGARTEN - GRADE XII

	CRITERIA FOR ADMISSION	COMMENTS
<u>Social Adjustment</u> Elementary	Referred by Principal, Teacher, and Department of Pupil Personnel Services. Placement by Director of Special Education.	Emotionally disturbed, withdrawn, aggressive. Maximum enrollment in classes - 10. Therapy sought in community agencies for children with deep problems. Consultation with family physician when possible.
Junior High	Referred by Principal and/or Department of Pupil Personnel Services. Placement by Director of Special Education. <u>Emergency placement by Principal.</u>	Same as above.
Boys' Junior-Senior High	<u>Referred by Department of Pupil Personnel Services, only.</u> Placement by Principal of Boys' Jr.-Sr. High School.	Secondary level. Ages 14-18. Emotional and behavior problems. Able to respond to rehabilitative program.
Individual or group instruction of students confined to: home hospital residential treatment center school center	Certified by Department of Pupil Personnel Services and/or Doctor's statement. Placement by Director of Special Education.	Provides an educational program to elementary, junior and senior high school students with severe emotional difficulties who are unable to adjust to a classroom situation. These children and their families receive psychiatric guidance and therapy. When ever possible two to five students are instructed in limited situations to develop group tolerance and relationships. Teacher becomes a part of the psychiatric team working toward rehabilitation. Program is under Visiting Instruction Corp
Severe Mental Retardation Trainable	I.Q. 35-55. Toilet trained, ambulatory. Psychological study, evaluations and certification for placement by Pupil Personnel Services. Physical examination by D. C. Health Department. Placement by Director of Special Education.	Develop potential for self-care and group living. Ages 16. Referred to Vocational Rehabilitation at the age of 16 years. Transportation is provided.

TYPE OF CLASS	CRITERIA FOR ADMISSION	COMMENTS
Classes for children with Health problems Physically Handicapped C. Melvin Sharpe Health School	Recommended by the School Health Services Division of the District Health Department for placement. Placement by Director of Special Education.	This is an educational program for physically handicapped children who need special equipment, physical and/or occupational therapy, physical protection or psychological adjustment to their handicaps. Transportation is furnished. Classes are offered from Kindergarten through Senior High
Homebound and Hospitalized (Health School)	Recommended by School Health Services and/or Family Physician's certificate. Placement same as above.	Provides an educational program on a regularly scheduled basis to students who expect to be out of school two or more months because of illness. Where hospital classes exist with full-time teaching services, students who are able to study for three or more weeks are included in program
Defective Hearing in regular classes	Certified by School Health Services Division of D. C. Health Department. Placement by Department of Special Education.	Helps children with limited hearing; speech not greatly affected. Preferential seating needed. Lip reading skill necessary. Counseling in use of hearing aid.
Hearing Conservation Classes	Certified by School Health Services Division of the D. C. Health Department.	Usable hearing with or without hearing aid. Moderately intelligible speech. Amplification system needed for instructional program. Transportation furnished elementary children. Self-contained classes and resource classes on elementary level. Resource classes on junior high level. Help is given to senior high students by itinerant resource teachers.
Defective vision in regular classes.	Certified by School Health Services Division of D. C. Health Department.	Preferential seating needed.
Braille Classes	Certified by School Health Services Division of D. C. Health Department. Placement by Department of Special Education.	Vision 20/200 or less with correction. Special equipment needed. Transportation is furnished elementary children. Self-contained and resource classes on elementary level. Resource classes on junior

TYPE OF CLASS	CRITERIA FOR ADMISSION	COMMENTS
Braille - Cont'd.		high level. Help is given to senior high school students by itinerant resource teachers.
Sight Conservation Classes	Certified by School Health Services Division of D. C. Health Department. Placement same as for Braille.	Vision 20/70 with or without glasses. Large type print needed. Classes, resource teachers and transportation same as for Braille program
RESIDENTIAL SCHOOLS (For children with physical problems which cannot be met with existing facilities in the Public Schools, D. C.)		
Children's Hearing and Speech Center 2220 - 11th St., N.W. Mrs. E.K. Monsees, Director	Certification by School Health Services. Placement by Director of Special Education.	A school for children with Aphasia. Tuition of \$1240.00 per year paid by D.C. Board of Education.
Kendall School of Gallaudet College 7th St. & Florida Avenue, N. E. Miss Frances I. Phillips, Principal	Certification by School Health Services. Placement by Director of Special Education.	A school for deaf children. Tuition of \$1640.00 per year Kindergarten through Grade 1 1025.00 per year, Grade 12, paid by D. C. Board of Education.
Maryland School for the Blind 3501 Taylor Avenue Baltimore, Maryland	Certification by School Health Services. Placement by Director of Special Education.	A school for blind children. Tuition of \$2400.00 per year paid by D. C. Board of Education.
Pilot School for Blind Children, Inc. 3100 Military Road, N.W. (Temple Sinai) Mrs. E. Ring, Director	Certification by School Health Services. Placement by Director of Special Education.	A school for blind children with multiple problems. Tuition of \$1000.00 per year paid by D. C. Board of Education.

BASIC CLASSES

TYPE OF CLASS	I.Q.	CRITERIA FOR ADMISSION	COMMENTS
<p>Classes in Basic Education:</p> <p><i>Now called "Special Academic"</i></p> <p>*Mentally Retarded Pupils and Slow-Learners, Elementary, Junior, and Senior High Schools.</p> <p>*Classes for pupils with I.Q. 75 or below should be 18.1 ratio.</p>	<p>55-85</p>	<p>Pupils in Basic Education fall into two groups; those with I.Q's of 75 or below and those with I.Q's of 75 to 90 with a marked degree of retardation.</p> <p>Placement of the first group is made on recommendation of the Department of Pupil Personnel Services after clinical examination where there is clear indication that such placement is justified. Classes in this group should have a pupil-teacher ratio of 18 to 1.</p> <p>Placement of the second group will be made by the principal on the basis of the degree of retardation. Pupils in this group must have achievement in reading and arithmetic 3 years below grade level. The principal may request clinical examination of any pupil in this group when he feels that such an examination is needed.</p>	<p>The aim of the Basic Program should be the upgrading of of children. Those who are academically retarded will be placed in basic programs and moved out when their development has reached acceptable standards. Flexibility between the basic and regular program should be stressed. Factors, other than I.Q., such as achievement level, motivation, and interest need to be considered in the placement of pupils. Organization of classes in the Basic Program should be determined by the particular building situation and may begin as early as the first grade. Basic curricula and guides to be used for these groups.</p>

EXCLUSIONS

Exclusions of pupils from District of Columbia Public Schools, who are within the compulsory school attendance age, but who are not able to profit from school instruction, are as follows:

1. All applications in such cases are referred to the Department of Pupil Personnel Services.
2. A written report on the investigation is submitted to the Board of Education, through the Superintendent, covering the following points:
 - a. Results of official mental examination of pupil
 - b. Record of school attendance and progress
 - c. Social history of pupil
 - d. Present status
 - e. Recommendation of investigators
3. The Superintendent of Schools is authorized to excuse the pupil from school attendance by executive order, if in his judgment the facts in the case warrant such action, subject to the approval of the Board of Education at its next meeting.
4. The principal, Department of School Attendance and Director of Special Education are notified of such exclusions.
5. All records of such exclusions are filed in the Department of Pupil Personnel Services and the Department of School attendance.
6. All such exclusions are temporary and may be reviewed after one year upon application of parent or guardian and/or upon the recommendation of the school psychologist.
7. Parents or guardians are notified of the action taken by a letter from the Secretary of the Board of Education.

B-

Criteria for basic track placement

19. Placement in the basic track at all levels is made upon the recommendation of a psychologist after professional evaluation of the pupil indicates some mental retardation and after the consent of the pupil's parent or guardian has been obtained. The professional evaluation would consider the results of group tests and individual tests (Listed in Documents numbered 19 in response to Schedule A and supplied to plaintiffs), classroom performance, the comments of the pupil's teachers, counselor and principal, environmental matters, and personal interviews by the psychologist of the pupil.

The standards for placement in the honors track differs little from level to level. These standards are as follows:

Elementary School

Recommendation by the principal based upon the pupil's school record in social and physical maturity. ~~ACHIEVEMENT~~

Achievement at least one year beyond national norms in reading and arithmetic.

Junior High School

Recommendation by the principal based on a consistent record of superior work, emotional and physical maturity.

Achievement approximately two years above grade level in reading and arithmetic, willingness of the pupil to undertake an honors program of studies and approval of the parent or guardian for such placement.

Senior High School

Placement in this curriculum sequence is upon the approval of the principal. Such placement is available to students who have demonstrated ability to do advanced academic work, are reading above grade level, are physically and emotionally able to do this work, have shown a valid interest in such placement, and have the approval of parents or guardians for such placement.

Placement in the regular college preparatory track will depend upon approval by the principal, the student's evidence of classroom preparation, and evidence of the student's ability to do the required work in English, mathematics, science and foreign language.

The large body of students at all levels fall into the broad curriculum sequence of the general track. There are wide variations in achievement, aptitude and interest. These pupils are working at grade level with no ~~extra~~ unusual problems in motivation or adjustments.

B-6

Track System
Recommendation

(Appears in
House
Hearings
p. 590)

THE TRACK SYSTEM IN A CAPSULE

In order that we might be able to make a rational decision as to whether or not this city should continue the track system experiment, we should clearly establish the favorable and opposing positions on this issue.

It is the intent of this paper to analyze our school administration's position and supporting evidences in favor of the track system and then to determine the validity of this position by examining the results of our five years of "track" experimentation.

A complete analysis would also examine the experiences of other cities and educators. Unfortunately, time does not permit this speaker to include this analysis. Let us hope someone else does.

Analysis of the Administration's Position

The Administration, in a paper written by the superintendent entitled "Review of the Track System" has summarized its position as well as one might expect. The Administration's basic supporting hypothesis states that, "The track system has stimulated the establishment and maintenance of high academic standards."

proofs

The Administration supports this hypothesis with the following "####":

1. The scoring in the academic tracks.
2. The increase in the number of honors and college preparatory students.
3. The large number of transfers from the basic to higher tracks.

proofs

Let us first examine these "####".

1. The claim of high scoring in the academic tracks does not prove the value of the track system. The ITED Test scores of the 12th grade students in 1958 were as high or higher than ten (10) of the sixteen (16) test scores for the classes which followed. The 1958 12th graders, at the time they took the tests, had eleven years of untracked education and only one month within the track system. This means that the track system could have had almost no influence upon these students, yet their 1958 performances were equal to or better than 60% of the performances which followed them through the last school year. The Administration's first claim is therefore invalid (See Figure 1).

2. The next claim the Administration offers in favor of the track system deals with the increasing number of honor students. This is also false. On page 28 of the superintendent's "Review---", the table entitled "Honors Track Enrollments" shows that the 1963-64 high school honor's track enrollment is a smaller percentage than for any previous academic year. Not only did the percentage decline, but the actual number

of high school students was less than for either of the two previous years even though the total high school enrollment is climbing. Not only is there not an increase in honors enrollment but there has been a 1/3 decline in the percentage.

3. The third claim which the superintendent offers in support of maintaining the track system concerns itself with the "---large number of transfers from the basic to the higher tracks---". This claim and the method in which it is presented is extremely misleading. There appears to be an obvious attempt on the part of the Administration to avoid the fact that it is nearly impossible to move out of the basic track.

The Superintendent's "Review---" devotes five (5) pages (see page 28-29 and following figures) to a case study at Stuart Junior High which had an upward mobility of 29.5% (The report states 67%, but calls vocational placement an upward movement). However, when one examines the Junior High School population as a whole one finds that for the entire 1962-63 school year, only 387 out of a total Junior High population of 28,115 students moved upward and this includes not only the basic track but the regular track as well. This means that for all the Junior High Schools in the city, only 1.38% of the students moved upward from one track to another. It is significant to note that the Superintendent's example deviates from the population norm by a factor of 21.5. Any statistician will tell you that a sample with such a wide deviation could tell you nothing about the population and that any inferences drawn from such a sample would be grossly in error.

The crux of the superintendent's position lies in his basic hypothesis that, "The track system has stimulated the establishment and maintenance of high academic standards". I will now prove that this hypothesis is also false and that there is, therefore, no rational basis for continuing the track system.

The combined enrollment for the honors and the general tracks is about 55% or a majority of the high school enrollment (see Figure 1).

Figure 1: Performance of 12th Grade Students on ITED Tests (1959-63)

Track	Percent of H.S. Students	Number of Tests	Tests Showing Improvement Over 1958	Tests Showing A Decline Since 1958	Tests Showing No Change Since 1958	Declined or showed No Change
General	48	16	4	9	3	12
Honors	6.6	16	6	5	5	10
General & Honors Combined	54.6	32	10	14	8	22

This 55% majority of the high school students were administered 32 ITED area tests between 1959 and last school year. When the results of these tests are compared to the scores the 12th graders made in 1958, an interesting pattern evolves. It is found that for 22 of the 32 tests, there was either a decline or no improvement indicated. This means that on 69% of the tests administered during the 1959-64 school years, the students who had the "advantage" of the track system performed worse than or with no improvement over the 1958 12th graders who were basically unaffected by the track system. Only in 31% of the test was improvement shown.

It can therefore be said that the track system has not "stimulated the establishment--of high academic standards" and indeed, for the majority of high school students, higher standards existed before the track system than after its initiation.

Summary

In summarizing, the following conclusions can be drawn:

1. For the majority of students, performances since the "Track System" are worse than they were before its initiation (69% of the tests showed a decline or no improvement).
2. It is nearly impossible to move upward from one track to another within the track system. This statement is true of all tracks, not only the basic track.
3. There has been an overall decline in the percentage of honors track students at the high school level.
4. The honors track performances have shown no basic improvement, but there has been decrease in both the number and the percent of students within the honors program.

In the light of these facts, the track system has not produced the desired results, and if performance is to be the criteria, there is no rational basis for continuing this experiment.



Most 1 B-

TOTAL MOBILITY

Let us look backward for just a moment at the total picture of mobility within the track system as it operates within our high schools and our junior high schools. There are two apparent trends in operation which seem to cancel each other.

When we examine the high schools separately, we find that the per cent of pupils within the basic track has declined steadily since 1958. The per cent of basic students has been more than cut in half. It should also be noted that the test scores for the general track declined on 9 (or 56%) of the 16 tests and that no improvement was indicated on 3 of the tests. This means that for general track, which was the apparent recipient of the former basic track students, 75% of all tests show declines or no improvement. One wonders if this apparently worse performance was not due to shifting students who had not been previously ^{exposed} to the same materials.

negative happens in school or transfer

While high school basic enrollment was declining we also find according to the Administration "Review of the Track System", that honors enrollment was also declining. There was a 1/3 decline between the 1962-63 and 1963-64 school years (see p. 28 of "Review").

Looking at the Junior High Schools we find the reverse trend taking place. Between 1958 and last year, the basic track enrollment increased by more than 30%. I would like to see the test scores for the Junior High populations. That should be an interesting story.

With the Junior High School basic enrollment climbing, and the Senior High basic enrollment declining, the question is raised as to whether the difference is not in part reflected in the "drop out" rate for our High Schools. I wonder if the increased placement of students in the basic track in Junior High School is not causing an increase in the drop out rate at the High School level.

4.01 ELEMENTARY PROGRAM (K-6) CURRICULUM

III.

A. Grouping

1. Administrative grouping is the term used to describe the manner in which children of a designated grade are selected for classes.
2. Selection of pupils
 - a. The total range of ability and achievement is somewhat narrowed.
A sub-group of slow learners would not be assigned to the same class as a sub-group of gifted.
 - b. Children with like learning needs are placed together. An attempt is made to have "teachable" sub-groups of slow learners, gifted, or children with special learning problems. A "teachable" sub-group may be considered as six or more children with similar characteristics. It is difficult for the teacher to plan adequately for a sub-group of less than five or six children.
 - c. As a general rule, children with emotional or behavioral difficulties are separated. The ability and achievement level of these children, however, should be considered in assigning them to a class.
 - d. Variation in administrative procedure at different grade levels may be necessary. Any variation and exception to the above policy must be presented in writing to the Director of Elementary Programs for approval.

B-10 ?
(duplicate)

#1

A LIST OF THE MOST FREQUENTLY USED INDIVIDUAL TESTS
BY PSYCHOLOGISTS IN THE DISTRICT OF COLUMBIA PUBLIC
SCHOOL SYSTEM

Stanford Binet (Form L M)

Wechsler Bellevue

1. Wechsler Intelligence Scale for Children

2. Wechsler Intelligence Scale for Adults

Peabody Picture Vocabulary Test

Columbia Mental Maturity Test

Bender Gestalt Visual Motor Test

Rorschach Ink Blot Plates

Drawing a Person Test

House Tree Person Test

Children Apperception Test

Thematic Apperception Test

Symond Picture Story Test

Blackey Pictures Test

Sentenance Completion Test

QUESTIONNAIRE

A. Teacher Certification Requirements:

Please list the basic certification requirements for your regular and/or other teachers, e. g. permanent, temporary, substitute, emergency, etc. teachers by the Elementary and Secondary level. (Please define other than regular teachers.)

Elementary School Level

- 1. _____

- 2. _____

- 3. _____

Secondary School Level

- 1. _____

- 2. _____

- 3. _____

B. Number of Teachers:

- 1. Total number of teachers in your school system as of _____
(School year 1965-66) Date
- 2. In the total listed in B-1, how many are Negro teachers _____

C. Number of Administrators:

- 1. Total number of administrative and supervisory officers in your school system (deputy and/or assistant superintendents, directors, assistant directors, principals, assistant principals, and any other officer in administrative or supervisory capacity) as of _____ (School year 1965-66)
Number Date
- 2. In the total listed in C-1, how many are Negro Administrators _____

1941

1941

1941

1941

1941

1941

1941

1941

1941

1941

1941

1941

1941

1941

1941

1941

1941

1941

1941

1941

1941

1941

1941

1941

1941

1941

1941

1941

1941

1941

QUESTIONNAIRE (Continued)

D. Resignation of Teachers:

1. Please indicate the number and percent of teachers resigning from your school system for the last four years

Number and Percent of Teachers Resigning							
1962-63		1963-64		1964-65		1965-66	
No.	Percent	No.	Percent	No.	Percent	No.	Percent
_____	_____	_____	_____	_____	_____	_____	_____

E. Number of Teachers by School years:

1. Please give the total number of teachers for the following school years:

1961-62	1962-63	1963-64	1964-65	1965-66
_____	_____	_____	_____	_____

F. Assignment or Reassignment of Teachers between Schools in your School System

Please check reasons which constitute a basis for assignment or re-assignment of teachers in your school system. We would appreciate comments on your assignment practices.

1. Need for teacher's talent in a particular school _____ Comment _____

2. Creating racial balance _____ Comment _____

3. Honoring teacher's request for transfer _____ Comment _____

4. Other reasons for assignment or reassignment. Please Comment _____

QUESTIONNAIRE (continued)

G. Teachers Assignment or Reassignment by Request:

1. Would you require a teacher (white or negro) with many years of experience to teach in a "poverty - area" school against his or her wishes.
Yes _____ No _____

Comment _____

2. a. Would you require a white teacher to transfer to a predominantly Negro school for the purpose of creating racial balance of teachers.
Yes _____ No _____

Comment _____

- b. Would you require a Negro teacher to transfer to a predominantly white school for the purpose of creating racial balance of teachers.
Yes _____ No _____

Comment _____

H. Evaluation of Educational Progress of Pupils:

1. Please list the various methods used by your school system for measuring a child's educational achievement while he is in school. For example, do you measure a child's achievement through some tested procedure at a certain grade level and compare the score with a national norm or do you measure each child's ability at the beginning of his career in your school system and at a later date in that career to determine the child's relative achievement. In other words, how does your school system determine the child's educational progress during his stay in school.

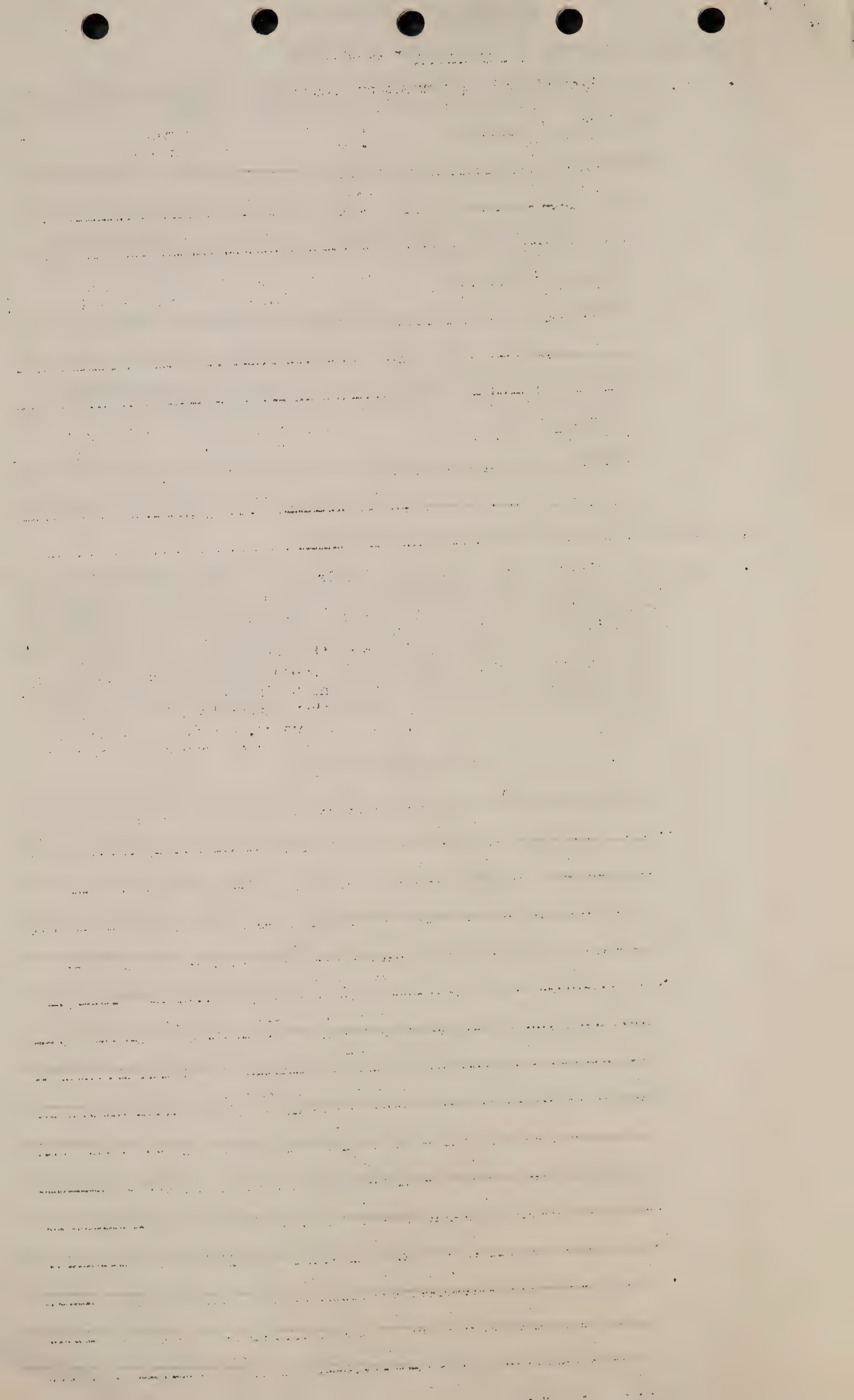
Elementary School Level

1. _____

2. _____

3. _____

4. _____



H. Evaluation of Educational Progress of Pupils: (continued)

Secondary School Level

1. _____

2. _____

3. _____

4. _____

I. Degrees Held by Teachers:

Please furnish the following data for your school system concerning your teachers (regular and others):

<u>Degrees Held</u>	<u>All Teachers</u>	
	<u>No.</u>	<u>Percent</u>
No Degree.....	_____	_____
Bachelor's Degree.....	_____	_____
Master's Degree.....	_____	_____
Master's Degree plus 30.....	_____	_____
Doctor's Degree.....	_____	_____
Total.....	_____	_____

K. Number of Pupils by Race:

Please furnish the number of pupils by level and race for your school system.

<u>Level</u>	<u>Number of Pupils</u>	
	<u>Negro</u>	<u>All Others</u>
Elementary.....	_____	_____
Junior High School.....	_____	_____
Senior High School.....	_____	_____
Vocational High School.....	_____	_____
Others.....	_____	_____
Total.....	_____	_____

1. The first part of the report deals with the general situation of the country. It is a very interesting and informative study of the country's development. The author has done a great deal of research and has gathered a wealth of material. The report is well written and is easy to read. It is a valuable contribution to the study of the country's development.

2. The second part of the report deals with the economic situation of the country. It is a very interesting and informative study of the country's economic development. The author has done a great deal of research and has gathered a wealth of material. The report is well written and is easy to read. It is a valuable contribution to the study of the country's economic development.

3. The third part of the report deals with the social situation of the country. It is a very interesting and informative study of the country's social development. The author has done a great deal of research and has gathered a wealth of material. The report is well written and is easy to read. It is a valuable contribution to the study of the country's social development.

4. The fourth part of the report deals with the political situation of the country. It is a very interesting and informative study of the country's political development. The author has done a great deal of research and has gathered a wealth of material. The report is well written and is easy to read. It is a valuable contribution to the study of the country's political development.

5. The fifth part of the report deals with the cultural situation of the country. It is a very interesting and informative study of the country's cultural development. The author has done a great deal of research and has gathered a wealth of material. The report is well written and is easy to read. It is a valuable contribution to the study of the country's cultural development.

6. The sixth part of the report deals with the environmental situation of the country. It is a very interesting and informative study of the country's environmental development. The author has done a great deal of research and has gathered a wealth of material. The report is well written and is easy to read. It is a valuable contribution to the study of the country's environmental development.

7. The seventh part of the report deals with the international situation of the country. It is a very interesting and informative study of the country's international development. The author has done a great deal of research and has gathered a wealth of material. The report is well written and is easy to read. It is a valuable contribution to the study of the country's international development.

8. The eighth part of the report deals with the future of the country. It is a very interesting and informative study of the country's future development. The author has done a great deal of research and has gathered a wealth of material. The report is well written and is easy to read. It is a valuable contribution to the study of the country's future development.

P-20

Public Schools of the District of Columbia
Department of General Research, Budget, and Legislation
Ross Administration Annex No. 1
1730 R Street, N.W.
Washington, D.C. 20009

Office of the
Statistical Analyst

September 7, 1966

Memorandum to Mr. Matthew J. Mullaney:

In response to your August 23, 1966 request to the Superintendent of Schools, we are answering certain questions as follows:

1. The percentage of colored and white children in the basic track in the junior high level for the school year 1965-66 and whether this exceeds the ratio of colored to white students in all the tracks of the junior high level.

Answer:

NUMBER AND PERCENT OF PUPILS IN SPECIAL ACADEMIC
CURRICULUM (TRACK), BY RACE, ON OCTOBER 21, 1965
IN THE JUNIOR HIGH SCHOOLS

	<u>Number in Special-Academic Curriculum (Track)</u>	<u>Junior High Membership 10/21/65</u>	<u>Percent of Membership</u>
White	100	3,076	3.3
Colored	2,667	26,104	10.2

NUMBER AND PERCENT OF PUPILS IN ALL CURRICULUMS
(TRACKS), INCLUDING SPECIAL ACADEMIC
CURRICULUM (TRACK), BY RACE, ON OCTOBER 21, 1965
IN THE JUNIOR HIGH SCHOOLS

	<u>Number in All Curriculums (Tracks)</u>	<u>Percent of Total Jr. High School Membership</u>	<u>Total Public School Membership Oct. 21, 1965</u>	<u>Percent of Total Public School Membership</u>
White	3,022	10.6	15,364	10.6
Colored	25,511	89.4	130,096	89.4
Total	28,533*	100.0	145,460	100.0

*Does not include Hearing Conservation, Sight Conservation, Braille, Orthopedically Handicapped, Visiting Instruction, etc.

Boise L. Bristol
BOISE L. BRISTOR
Statistical Analyst

SUPERINTENDENT OF SCHOOLS
FRANKLIN ADMINISTRATION BUILDING
THIRTEENTH AND K STREETS NW.
WASHINGTON 5, D. C.

High School
(53)
Following
T-2

March 16, 1966

To the Board of Education
of the District of Columbia

Ladies and Gentlemen:

The annual statistical report on the high school graduate follow-up study is being submitted to the Board of Education as a summary of the activities of the graduates of the class of June, 1965.

The analysis of the statistics in the report shows that 53.6 percent of those graduates located are continuing their education on a full-time or part-time basis. There were 2,051 graduates attending 432 colleges, institutions and schools of higher learning on a full-time basis and 139 enrolled on a part-time basis in 43 schools. Included is a list of institutions attended by the graduates. The report also gives the statistical data about the number of graduates employed, entered in military services, married, and other information.

The report also reveals by curriculum programs the following information:

- . 92.9% of the graduates located in the honors program are continuing their education full-time or part-time.
- . 76.8% of the graduates located in the regular program (college preparatory) are continuing their education full-time or part-time.
- . 31.6% of the graduates located in the general program are continuing their education full-time or part-time.
- . 13.5% of the graduates located in the special academic program are continuing their education full-time or part-time, eight of whom are in four-year colleges.

A comparison with the 1964 high school graduate follow-up study reveals that:

- . six hundred and ninety-eight (698) more graduates have been located.



March 16, 1966

- . an increase of 56 in the number of institutions attended on a full-time basis.
- . a small increase of students, approximately 1%, are continuing their education on a full-time basis.
- . fewer students (3.1%) are continuing education on a part-time basis.
- . two hundred and twenty-one (221) more students are employed.
- . 1.4% more graduates entered the military services.

The Superintendent is submitting this report for the information of the Board of Education.

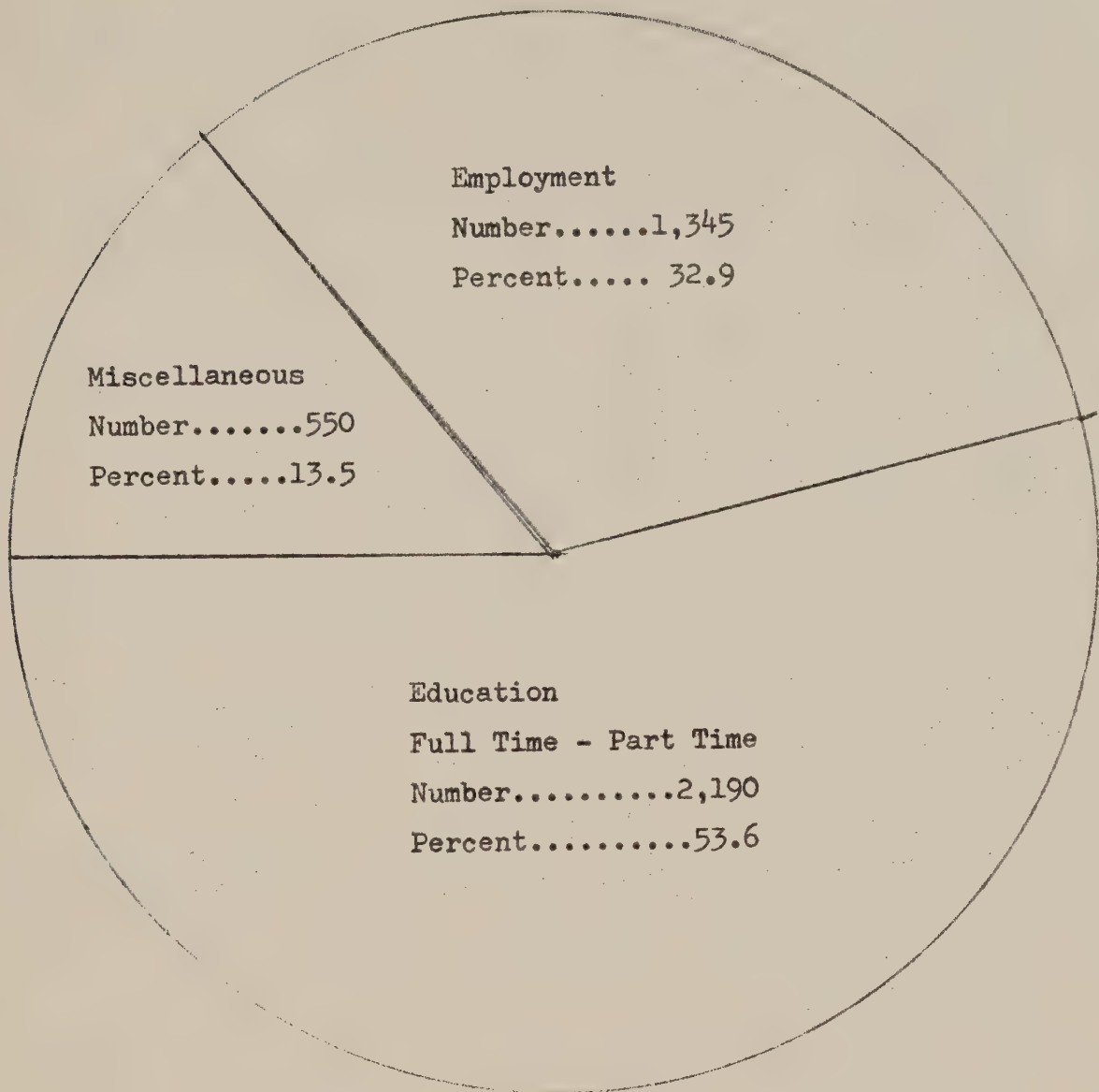
Respectfully submitted,



Carl F. Hansen
Superintendent of Schools

Attachments

HIGH SCHOOL GRADUATE FOLLOW-UP SURVEY CLASS OF 1965



Number of Graduates - 4131

Number Located - 4085

Number Not Located - 46

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
DEPARTMENT OF PUPIL PERSONNEL SERVICES
DIVISION OF GUIDANCE AND COUNSELING

March 16, 1966

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
Department of Guidance and Placement
Washington, D. C.

SUMMARY OF GRADUATE FOLLOW-UP SURVEY
March 1966

Senior High School		Class of 1965				
	Boys	%	Girls	%	Total	%
Number of Graduates	1745	-	2386	-	4131	-
Number Located	1717	98.4	2368	99.2	4085	98.9
Number Not Located	28	1.6	18	.8	46	1.1
Number Located	1717		2368		4085	
<u>EDUCATION</u>						
Continuing Education Full-Time	876	51.0	1156	48.8	2032	49.7
Continuing Education Part-Time	60	3.5	98	4.1	158	3.9
Total, Education	936	54.5	1254	52.9	2190	53.6
<u>EMPLOYED</u>						
In Government Full-Time	120	7.0	279	11.8	399	9.8
In Private Industry Full-Time	294	17.1	436	18.4	730	17.8
In Government Part-Time	25	1.5	30	1.3	55	1.3
In Private Industry Part-Time	58	3.3	103	4.3	161	4.0
Total, Employed	497	28.9	848	35.8	1345	32.9
<u>MISCELLANEOUS</u>						
Military Service	227	13.2	9	.4	236	5.8
Neither Employed Nor in School	41	2.4	237	10.0	278	6.8
Personal Illness	4	.2	2	.1	6	.2
Other	12	.7	18	.7	30	.7
Total, Miscellaneous	284	16.5	266	11.2	550	13.5
Grand Total - Education, Employed, and Miscellaneous	1717	100.0	2368	100.0	4085	100.0
<u>LOCATION OF SCHOOLS</u>						
Washington or Metropolitan Area	452	48.3	785	62.6	1237	56.5
Outside of Washington	484	51.7	469	37.4	953	43.5
Total, Location of Schools	936	100.0	1254	100.0	2190	100.0
<u>TYPES OF SCHOOLS</u>						
Four-Year Colleges	727	77.7	896	71.5	1623	74.1
Junior Colleges	52	5.6	46	3.7	98	4.5
Nurses Training - RN and PN	-	-	35	2.8	35	1.6
Special Ed. (Art, Music, Bus., etc.)	98	10.5	225	17.9	323	14.7
Preparatory Schools	33	3.5	5	.4	38	1.7
D. C. Day High Schools	7	.7	19	1.5	26	1.2
D. C. Evening High Schools	18	1.9	27	2.1	45	2.1
High Schools Outside D. C.	1	.1	1	.1	2	.1
Other	-	-	-	-	-	-
Total, Types of Schools	936	100.0	1254	100.0	2190	100.0

SUMMARY OF GRADUATE FOLLOW-UP SURVEY - Continued

Senior High School

	Class of 1965					
	Boys	%	Girls	%	Total	%
<u>LOCATION OF EMPLOYMENT</u>						
Washington, D. C.	372	74.8	630	74.3	1002	74.5
Outside Washington, D. C.	125	25.2	218	25.7	343	25.5
Total Location of Employment	497	100.0	848	100.0	1345	100.0
<u>TYPES OF EMPLOYMENT</u>						
Office	159	32.0	538	63.4	697	51.9
Sales	95	19.1	135	16.0	230	17.1
Domestic	-	-	30	3.5	30	2.2
Personal Service	33	6.6	68	8.0	101	7.5
Building Services	61	12.3	27	3.2	88	6.5
Protective Services	10	2.0	1	.1	11	.8
Skilled Labor	43	8.7	1	.1	44	3.3
Semi-Skilled Labor	50	10.1	12	1.4	62	4.6
Unskilled Labor	26	5.2	5	.6	31	2.3
Other	20	4.0	31	3.7	51	3.8
Total Types of Employment	497	100.0	848	100.0	1345	100.0

Note 1: Sixty boys and ninety-eight girls reported they were employed and attending school either part-time or full-time.

Note 2: Twenty-two boys and one hundred and sixty-two girls reported that they were married.

Respectfully submitted

Theresa C. Alexander
Theresa C. Alexander
Supervising Director

Approved:

Aileen H. Davis

Aileen H. Davis
Assistant Superintendent

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
Department of Guidance and Placement
Washington, D. C.

SUMMARY OF HIGHER INSTITUTIONS AND SCHOOLS 1965 GRADUATES ARE ATTENDING

Senior High School Graduating Class... 4131
Number Located..... 4085
Number Not Located..... 46

March, 1966

<u>Type of School</u>	<u>Number Students Full-Time</u>	<u>Number Students Part-Time</u>	<u>Number Schools Full-Time</u>	<u>Number Schools Part-Time</u>
Four Year Colleges	1612	11	318	5
Schools of Nursing	35	-	14	-
Junior Colleges	98	-	28	-
Preparatory Schools	38	-	13	-
Special Schools	241	82	58	28
D. C. Day High Schools	26	-	10	-
D. C. Evening High Schools	-	45	-	9
Out of Town High Schools	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>
Total	2051	139	432	43

<u>Local Colleges</u>	<u>Full-Time</u>	<u>Part-Time</u>
American University	35	1
Catholic University	2	-
Georgetown University	8	2
George Washington University	58	5
Howard University	466	2
D. C. Teachers College	150	-

Respectfully submitted,

Theresa C. Alexander
Theresa C. Alexander
Supervising Director

Approved:

Aileen H. Davis

Aileen H. Davis
Assistant Superintendent

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
Department of Guidance and Placement
February, 1966

Colleges and Schools Attended by 1965 Graduates

NAME OF COLLEGE OR INSTITUTION Four Year - Full Time	Anacostia	Ballou	Cardozo	Coolidge	Dunbar	Eastern	McKinley	Roosevelt	Spingarn	Western	Wilson	Total
Adelphi U.							5					5
Alabama U.											1	1
X Allen C. (S.C.)					2			2				4
Allentown C.											1	1
American U.	1		1	4			5	1		8	15	35
Anderson C.						1						1
Antioch C.											1	1
Aquinas C.											1	1
Arizona St. U.				1							1	2
Arizona U.	1										1	2
Arkansas C.											1	1
Arkansas U.	1										1	2
Asbury C.											1	1
Athens C.				1								1
Aurora C.							1					1
Babson Inst. of Bus. Admin.											1	1
Baltimore U.											1	1
X Barber Scotia C.		1	1									2
Bard C.			1									1
Barnard C.							1					1
Bates C.											1	1
Bellarmino C.											1	1
Belmont Abbey C.											1	1
Beloit C.						1	1	1				3
X Benedict C.							2					2
X Bennett C.			1				2	2				5
Bennington C.										1	1	2
Total:	3	1	4	6	2	2	17	6	0	9	30	80

NAME OF COLLEGE OR INSTITUTION Four Year - Full Time	Anacostia	Ballou	Cardozo	Coolidge	Dunbar	Eastern	McKinley	Roosevelt	Spingarn	Western	Wilson	Total
Bethel C.											1	1
Bethune Cookman C.					1					1		2
Bishop St. C.			1			1						2
Bloomfield C.							1					1
Bluefield St. C.			1									1
Bluffton C.											1	1
Boston U.	1			1			1	1		3	4	11
Bowden C.								1				1
Bowie St. C.				2		3	3	2				10
Bradley U.						1				1	3	5
Brandeis U.											1	1
Bridgeport U.							1					1
Brigham Young U.											2	2
Bronx Comm. C.				1								1
Bryan Mawr C.				1						1	1	3
Bucknell U.					1						1	2
Buffalo U.				2								2
California U.							1				4	5
Calvin C.											1	1
Carleton C. (Canada)											1	1
Carleton C. (Minn.)				1							1	2
Carnegie Inst. of Tech.				3				1		1	2	7
Case Inst. of Tech.				1								1
Catholic U. of America							1				1	2
Centenary C. of La.		1										1
Central St. C.				2		2	3		2			9
XCheney St. C.	1			2			4		1			8
Charlotte U.			1									1
Chatham C.			1									1
Chicago U.	1			1						1		3
Cincinnati U.							2					2
Total:	3	1	4	17	2	7	17	5	3	8	24	91

NAME OF COLLEGE OR INSTITUTION	Anacostia	Ballou	Cardozo	Coolidge	Dunbar	Eastern	McKinley	Roosevelt	Spingarn	Western	Wilson	Total
Four Year - Full Time												
Clarion St. C.											1	1
Clemson C.	1										3	4
College of Eastern Utah	1					3						4
Colorado C.				1							1	2
Colorado U.				1							1	2
Columbia C.											1	1
Columbia U.							1			1		2
Conn. C.				1							2	3
Conn. U.				1								1
X Coppin St. C.					1	3						4
Cornell C.	1			2								3
Cornell U.	1									1	5	7
C. W. Post C.											2	2
Curtis Inst. of Music											1	1
Dartmouth C.											1	1
Davidson C.											1	1
Davis & Elkins C.				1						1	1	3
Dayton U.				1							3	4
D. C. Trs. C.	4	4	9	23	7	22	37	13	26	1	4	150
Defiance C.						1						1
X Delaware St. C.									1			1
Denver U.					1					1		2
De-Pauw U.											1	1
Dickinson C.											2	2
Dominican C.											1	1
Douglass C.							1				1	2
Drexel Inst. of Tech.	1	2		1			1					5
Dunbarton C.					1			1		2	2	6
Earlham C.			1							1	1	3
Eastern Nazarene C.										1		1
Emory & Henry C.								1				1
Total:	9	6	10	32	10	29	40	15	27	9	35	222

NAME OF COLLEGE OR INSTITUTION Four Year - Full Time	Anacostia	Ballou	Cardozo	Coolidge	Dunbar	Eastern	McKinley	Roosevelt	Spingarn	Western	Wilson	Total
Emory U.											1	1
Emporia C.											1	1
Epiphany C.						1						1
Evansville C.										1		1
Fairfield U.											2	2
Fairleigh Dickinson U.											1	1
X Fayetteville St. Trs. C.				1		7	2		3			13
X Fisk U.			2	1		1	3					7
X Fla. A & M U.			2	1					1			4
X Fla. Memorial C.						1						1
Fla. Southern C.											1	1
Fla. U.	1										1	2
Franklin C.											3	3
Gambling C. of La.								1				1
George Washington U.	7	2		10			3	2		11	23	58
Georgetown U.	1		2	1		3				1		8
Gettysburg C.											1	1
Goddard C.											1	1
Graceland C.								1				1
Grinnell C.											2	2
Gustavus Adolphus C.											1	1
Hampton Inst.	2		1	3		2	11	2	5			26
Hartwicke C.						1						1
Harvard U.							1				1	2
Haverford C.							1			1	3	5
Hawaii U.											1	1
High Point C.	2										1	3
Hillsdale C.								1			1	2
Hiram Scott C.				1				1			1	3
Hood C.										1		1
X Howard U.	8	17	48	50	25	57	115	72	52	22		466
Total:	21	19	55	68	25	73	136	80	61	37	46	621

NAME OF COLLEGE OR INSTITUTION	Anacostia	Ballou	Cardozo	Coolidge	Dunbar	Eastern	McKinley	Roosevelt	Spingarn	Western	Wilson	Total
Four Year - Full Time												
Hudson Valley Comm. C.			1									1
Incarnate Word C.											1	1
Indiana St. C.										1		1
Indiana Tech. C.							1					1
Indiana U.							2	1			1	4
Iowa Wesleyan U.							1					1
Ithaca C.										2	1	3
Jackson C. (Tufts)										1		1
John Hopkins U.											1	1
X Johnson C. Smith U.							1	1				2
Juniata C.											1	1
Kansas U.										1		1
Kapiti C. (New Zealand)				1								1
Kent St. U.											1	1
Kentucky U.	1											1
Kentucky Wesleyan C.											1	1
Keuka C.							1			1		2
Kittrell C.		1										1
Knox C.							1				1	2
X Knoxville C.					1							1
La Chatelaine C. (Switzerland)											1	1
Lake Erie C.											1	1
Lake Forest C.							1				1	2
Y Lane C.		1				1						2
Lawrence U.											1	1
Lehigh U.		1										1
Lesley C.											1	1
X Lincoln U. (Pa.)	1			1					1	1		4
(Livingston C.				3		1	1	1		1		7
Lycoming C.							2					2
Total:	2	3	1	5	1	2	11	3	1	8	13	50

NAME OF COLLEGE OR INSTITUTION	Anacostia	Ballou	Cardozo	Coolidge	Dunbar	Eastern	McKinley	Roosevelt	Spingarn	Western	Wilson	Total
Four Year - Full Time												
Maine U.	1									1	1	3
Mannhattenville C.							1					1
Marietta C.							1	4			2	7
Marshall U.											1	1
Mary Baldwin C.										1		1
*Md. St. Trs. C. (Bowie)					2				3			5
Md. St. Trs. C. (Prin. Anne)					1							1
Maryland U.	18	7	1	12	1	2	3	2	5	16	18	85
Maryville C.				4								4
Mary Washington U. (Va.)											1	1
Mercer U.											1	1
Methodist C.				1								1
Miami U.		1								1	6	8
Michigan St. U.							4	1		1	1	7
Michigan U.				1							3	4
Milligan C.		1										1
Millikin U.							1					1
Mills C. of Education											1	1
Milwaukee U. of Eng.									1			1
Minnesota U.									1			1
Mississippi U.										1		1
Mission of the Holy Trinity					1							1
Monmouth C.										1	1	2
Moravian C.											1	1
X Morehouse C.				1				1				2
X Morgan St. C.				1		3	5	2	1	2		14
X Morris Brown C.						2						2
Morris Harvey C.			2								1	3
Morristown C.							4					4
Mount Holyoke C.											1	1
Total:	19	9	3	20	5	7	19	10	11	24	39	166

NAME OF COLLEGE OR INSTITUTION	Anacostia	Ballou	Cardozo	Coolidge	Dunbar	Eastern	McKinley	Roosevelt	Spingarn	Western	Wilson	Total
Four Year - Full Time												
Mount St. Agnes C.											1	1
Mullenberg C.								1				1
New Mexico St. C.								1				1
New Mexico U.										1		1
New York U.											1	1
N. C. Ag. & Tech. C.	1			1		4	4	2				12
N. C. C. (Durham)								2				2
N. C. St. Trs. C.				1	1		6					8
N. C. St. U.											2	2
N. C. Univ.											2	2
N. C. Wesleyan C.		1										1
North Dakota U.											1	1
North Eastern Christian						1						1
Northeastern U.				1							1	2
North Georgia C.											1	1
Northwestern St. Trs. C. (La.)											1	1
Northwestern U.											3	3
Oakland U.										1		1
Oberlin C.								1			2	3
Ohio St. U.		3									1	4
Ohio U.										1	7	8
Ohio Wesleyan U.	1						1	1			2	5
Oklahoma U.											1	1
Oral Roberts U.											2	2
Oregon U.	1											1
Ottawa U.										1	1	2
Paine C.						1						1
Park C.										2		2
Parson C.							1			2	4	7
Pembroke C.				1				1			2	4
Total:	3	4	0	4	1	6	12	9	0	8	35	82

NAME OF COLLEGE OR INSTITUTION Four Year - Full Time	Anacostia	Ballou	Cardozo	Coolidge	Dunbar	Eastern	McKinley	Roosevelt	Spingarn	Western	Wilson	Total
Penn St. U.	1						1					2
Pennsylvania U.		1				1					5	7
Pepperdine C.				1							1	2
Pittsburg U.									1	2	8	11
Prairie View A & M C.	1			1					1			3
Princeton U							1				1	2
Principia C.		1								1	1	3
Puerto Rico U.						1						1
Queene C. (N.C.)											1	1
Radcliffe C.										1	3	4
Radford C.	1									1	2	4
Randolph-Macon C.											2	2
Reed C. (Ore.)											2	2
Rensselaer Poly. Inst.						1	1				1	3
Rhode Island C.		2										2
Rhode Island U.											1	1
Rider C.											1	1
Richmond U.											2	2
Ripon C.	1					1						2
Roanoke C.		1										1
Roberts Wesleyan C.	1											1
Rochester U.								1			3	4
Rollins C.											1	1
Russell Sage C.								1			1	2
Rutgers St. U.								1				1
St. Andrew's Pres. C.											1	1
X St. Augustine's C.	1	2	1			1	2	1	1			9
St. Lawrence U.											1	1
X St. Paul's C.				1			2	2	2	1		8
Saipan U. (Marianas Island)										1		1
Total:	6	7	1	3	0	5	7	6	5	7	38	85

NAME OF COLLEGE OR INSTITUTION	Anacostia	Ballou	Cardozo	Coolidge	Dunbar	Eastern	McKinley	Roosevelt	Spingarn	Western	Wilson	Total
Four Year - Full Time												
Salem C. (W.Va.)	1	2									1	4
Salisbury St. C.		1										1
Sarah Lawrence C.										1		1
Seton Hill C.		1										1
X Shaw U.				1			3	2				6
Shippensburg St. C.											1	1
Simmons C.											2	2
Smith C.			1					2		1	2	6
X S. C. St. C.								1				1
S. C. Univ.	1	1								1	5	8
X Spelman C.				1								1
Springfield C. (Mass.)								1				1
Susquehanna U.											1	1
Sweet Briar C.											1	1
Syracuse U.				1							1	2
X Taladega C.							1					1
Tampa U.											2	2
Temple U.							3					3
Tenn. A & I St. U.				2		3	1		1			7
Tenn. St. C.							1			1		2
Tenn. U.										1	1	2
Texas A & M C. System		1										1
Texas Christian U.											1	1
Texas Southern				1								1
Texas U.				1								1
Thiel C.							1					1
X Tougaloo C.									1			1
Transylvania C.											1	1
Trinity C. (D.C.)		1	4		1	7	1					14
Trinity U.	1											1
Total:	3	7	5	7	1	10	11	6	2	5	19	76

NAME OF COLLEGE OR INSTITUTION Four Year - Full Time	Anacostia	Ballou	Cardozo	Coolidge	Dunbar	Eastern	McKinley	Roosevelt	Spingarn	Western	Wilson	Total
Tulane U. of La.				1							1	2
X Tuskegee Inst.	1			1								2
U. S. Air Force Acad.	1											1
U. S. Coast Guard Acad.	1											1
U. S. Merchant Marine Acad.	1											1
U. S. Military Acad.								1	1			2
U. S. Naval Acad.	1										2	3
Upsala C.							1					1
Ursins C.	1											1
Utah U.	1										1	2
Valley C. (Calif.)								1				1
Valparaiso U.			1									1
Vassar C.										1	1	2
Victoria U. (New Zealand)											1	1
Virginia Intermont C.										1		1
Virginia Polly Tech.				1								1
Virginia St. C.	2	1	3			1	5	1	2			15
X Virginia Union U.		2		1				3	2	1		9
Wake Forest C.	1										1	2
Washington Bible C.						1				1		2
Washington & Jefferson C.											1	1
Washington U. of Mo.											2	2
Wayne St. U.							1					1
Wesleyan U.						2				1		3
X West Va. St. C.			2					2			1	5
West Va. U.							4			1		5
West Va. Wesleyan C.					2							2
Western C. for Women								1				1
Western Md. C.		1										1
Western Michigan U.							1					1
Total:	10	4	6	4	2	4	12	9	5	6	11	73

NAME OF COLLEGE OR INSTITUTION	Anacostia	Ballou	Cardozo	Coolidge	Dunbar	Eastern	McKinley	Roosevelt	Spingarn	Western	Wilson	Total
Four Year - Full Time												
Western Reserve U.										1		1
Westminister C.						1						1
Wheaton C. (Ill.)											1	1
Wheaton C. (Mass.)							1				1	2
Wheeling C.											1	1
Wilberforce U.			2	2	1	3	5	3	1	1		18
Wilkes C.								1				1
William & Mary C.	1											1
William Penn C.									2			2
Williams C.						1						1
Wilson C.										2		2
Winston Salem C.	1			1			1	1	1			5
Wisconsin St. C. (Superior)								1				1
Wisconsin U.										4	13	17
Witchita St. U.	1											1
Women's C. (Pakistan)											1	1
Yale U.										1	3	4
Yeshiva		2		4								6
Total:	3	2	2	7	1	5	7	6	4	9	20	66
Sub Total:	79	61	89	166	49	145	282	149	115	121	290	1546
Grand Total:	82	63	91	173	50	150	289	155	119	130	310	1612

NAME OF COLLEGE OR INSTITUTION	Anacostia	Ballou	Cardozo	Coolidge	Dunbar	Eastern	McKinley	Roosevelt	Spingarn	Western	Wilson	Total
Four Year - Part Time												
American U.						1						1
George Washington U.										2	3	5
Georgetown U.										1	1	2
Howard U.						1						1
Maryland U.									1	1		2
Total:	0	0	0	0	0	2	0	0	1	4	4	11

NAME OF SCHOOL OR INSTITUTION	Anacostia	Ballou	Cardozo	Coolidge	Dunbar	Eastern	McKinley	Roosevelt	Spingarn	Western	Wilson	Total
Junior College												
Allen Hancock Jr. C.						2						2
Bradford Jr. C.											1	1
Brainerd Jr. C.						1						1
Central Fla. Jr. C.											1	1
Coffeetown Jr. C.							1			1		2
Dean Jr. C.										1		1
Del Mar Jr. C.										1		1
Dodge City Jr. C.	4											4
Fresno City C.											1	1
Gardner-Webb Jr. C.											1	1
Greenbrair Jr. C.											1	1
Hancock Jr. C.			4									4
Harcum Jr. C.											3	3
Hartford Jr. C.				1								1
Hudson Valley Comm. C.										1		1
Immaculate Jr. C.											3	3
Kansas Metrop.						1						1
Kingsley Hall C.								1				1
Kittrell Jr. C.						1						1
Lees McRae C.											1	1
Marjorie Webster Jr. C.										1	1	2
Montgomery Jr. C.	1		2	6			2			2	3	16
Montreat-Anderson Jr. C.											1	1
Mount Vernon Jr. C.											2	2
North Eastern Jr. C.				1								1
Nuberry Jr. C.								1				1
Orlando Jr. C.										1		1
Panhandle A & M Jr. C.	1											1
Total:	6	0	6	8	0	5	3	2	0	8	19	57

NAME OF SCHOOL OR INSTITUTION	Anacostia	Ballou	Cardozo	Coolidge	Dunbar	Eastern	McKinley	Roosevelt	Spingarn	Western	Wilson	Total
Junior College												
Penn Hall Jr. C.										1		1
Prince George Comm. C.	6	5					3	1		1	1	17
Rockville Jr. C.										1		1
St. Augustine Jr. C.									1			1
St. Petersburg Jr. C.		1								1		2
Sacred Heart Jr. C.										1		1
Shenandoah C.											2	2
Stephens C.											1	1
Strayer Jr. C.										4	1	5
Trinidad St. Jr. C.	1											1
Ventura C.	1											1
Virginia Intermont Jr. C.											1	1
Voorhees Sch. & Jr. C.							1					1
Washington Hall Jr. C.				1	1			1		1		4
Wilson Jr. C.				1								1
Wyoming Jr. C.			1									1
Total:	8	6	1	2	1	0	4	2	1	10	6	41
Sub Total:	6	0	6	8	0	5	3	2	0	8	19	57
Grand Total:	14	6	7	10	1	5	7	4	1	18	25	98

NAME OF INSTITUTION	Anacostia	Ballou	Cardozo	Coolidge	Dunbar	Eastern	McKinley	Roosevelt	Spingarn	Western	Wilson	Total
Preparatory Schools												
Bullis School										2	3	5
Columbia Prep School										1	9	10
Deerfield Academy											1	1
Emerson Inst.		1		3			1			2	1	8
Flint Hill		1										1
Harker Prep. School											1	1
Milford Academy	1											1
Oakwood Academy										1		1
Severn Academy											1	1
Sullivan School										1	2	3
Tabor Academy											1	1
Woodward School for Boys										2	2	4
Wooster Prep				1								1
Total:	1	2	1	3	0	0	1	0	0	9	21	38

NAME OF INSTITUTION	Anacostia	Ballou	Cardozo	Coolidge	Dunbar	Eastern	McKinley	Roosevelt	Spingarn	Western	Wilson	Total
Nurses' Training School												

Registered Nurse

Capitol City Sch. of Nursing	1											1
Ch. Home & Hosp. Sch. of Nursing											1	1
Freedman's Hosp.	1		1			1		1				4
Long Is. Hosp. Nursing Sch.								1				1
Md. Univ. Sch. of Nursing	1											1
Presbyterian Hosp. Sch. of Nursing										1		1
Rhode Island Hosp.												0
St. Luke's Hosp. Sch. of Nursing										1	1	2
Tariko C. of Nursing							1					1
Washington Hosp. Center		2					1	1			1	5
Total:	3	2	1	0	0	1	2	3	0	2	3	17

Practical Nurse

Armstrong H.S.							1					1
Burdick Voc. H.S.				2		5						7
Leigh Mem. Prac. Nursing Sch										1		1
M. M. Washington Voc. H.S.						5	2	2				9
Total:	0	0	0	2	0	10	3	2	0	1	0	18
Sub Total:	3	2	1	0	0	1	2	3	0	2	3	17
Grand Total:	3	2	1	2	0	11	5	5	0	3	3	35

NAME OF INSTITUTION	Anacostia	Ballou	Cardozo	Coolidge	Dunbar	Eastern	McKinley	Roosevelt	Spingarn	Western	Wilson	Total
Special Schools Non-Degree Full Time												
Alexandria Beauty Academy											1	1
American Acad. of Dramatic Arts										1		1
American Inst.	2	1		4		2		2	2		2	15
Armstrong Man Power Dev.						1						1
Atlantic Business C.	2	2			2	4			2			12
Baltimore C. of Comm.				1								1
Benjamin Franklin U.	2		2	1	2	2				4	2	15
Boyd School						1						1
Broadcasting Academy											1	1
Cambridge Sch. of Business									1			1
Capitol Beauty Inst.											1	1
Capitol Inst. of Tech.											3	3
Capitol Radio & Eng. Inst.		2		2				1				5
Capuchin Monestary								1				1
Careers Academy										2	1	3
Cinderella Finishing Sch.	1								1		1	3
Columbia Tech Inst.				1						2		3
Corcoran Sch. of Art		1		1	2		1			3	1	9
D. C. Gen. Hosp. Lab. Coun.				1								1
Fashion Inst. of Tech.										1		1
I. B. M. School	1				6							7
Inst. of Computer Management									1			1
Inst. Electrical Computer Pro.		1										1
Inst. of Interior Design		1								1		2
International Academy							3					3
International Tab. Inst.								1				1
Johnson Business C.	1		2	1	1			1	1			7
Juillard Sch. of Music										1		1
Kansas Art Inst.				1								1
Lincoln Tech. Inst.						2						2
Letchers Art Center								1				1
Total:	9	8	4	13	13	12	4	7	8	15	13	106

NAME OF INSTITUTION	Anacostia	Ballou	Cardozo	Coolidge	Dunbar	Eastern	McKinley	Roosevelt	Spingarn	Western	Wilson	Total
Special Schools (Cont'd)												
Full - Time												
Md. Inst. C. of Art	1			1						1		3
Md. Medical Secret. Sch.	1											1
Metropolitan Beauty Sch.			1									1
Mr. Leonard - Private Music Sch.											1	1
Nancy Taylor Secret. Sch.										1		1
National Art Acad.				1								1
National Tab. Inst.								1				1
North Va. Tech. C.										1		1
Parson Sch. of Design										1		1
Patricia Stevens Sch.	1					1	1					3
Peabody Conservatory		1										1
Peters Business C.	1		3	2		2		1	7			16
Pittsburg Murtual Science								1				1
Rhode Island Sch. of Design										1		1
Richmond Pro. Sch.				1								1
Royal Art School								1				1
Rye Figure Skating Sch.											1	1
Southeastern Business C.		1	2									3
Star Beauty Academy	1											1
Strayer Sch. of Business	8	3	7	13	3	5	8	6	5			58
Temple Secret. Sch.	7	1		3		2	2	3	1	2	4	25
Virginia Tech. Inst.											1	1
Warflynn Beauty Sch.	1											1
Washington Bible C.	1											1
Washington Drafting Sch.								1	2			3
Washington Sch. of Med. Tech.											1	1
Washington Sch. for Secret.	3	1		1		4				7	5	21
Total:	25	7	13	22	3	14	11	14	15	14	13	151
Sub Total:	9	8	4	13	13	12	4	7	8	15	13	106
Grand Total:	34	15	17	35	16	26	15	21	23	29	26	257

NAME OF INSTITUTION Special Schools - Non-Degree Part Time	Anacostia	Ballou	Cardozo	Coolidge	Dunbar	Eastern	McKinley	Roosevelt	Spingarn	Western	Wilson	Total
American Inst.								2			1	3
Atlantic Business C.		2				2		2				6
Benjamin Franklin U.		1				1		3				5
Berlitz Sch. of Lang.										1		1
Capitol Beauty Inst.											1	1
Capitol Inst. Tech.							2					2
Capitol Radio Inst.								1				1
Columbia C. of Arts & Design						1						1
Dept. of Agriculture		2				1		1				4
Dylta Burk Sch. (Sweden)										1		1
International Academy						1						1
I. B. M. School										1		1
Inst. of Tech. Design							1					1
Johnson Business Sch.						3	1					4
Kingsburg Center											1	1
Lincoln Tech. Inst.						4						4
Mortician School							1					1
National Radio Inst.											1	1
Peters Business C.						2		1		1		4
Programming Inst.								1				1
Programs & System Inst.								1				1
St. Ann's Infant Home - Nursing Aide							2					2
School of Fashion Design											1	1
Southeastern U.						2						2
Strayer Sch. of Business						4	3	4			1	12
Temple School						1					1	2
Washington Drafting Sch.						1						1
Washington Sch. of Stenotype										1		1
Total:	0	5	0	0	0	23	10	16	0	5	7	66

NAME OF INSTITUTION	Anacostia	Ballou	Cardozo	Coolidge	Dunbar	Eastern	McKinley	Roosevelt	Spingarn	Western	Wilson	Total
Anacostia	2						1					3
Armstrong Manpower Dev. Act								5	1			6
Bell Voc. H.S.						1			1			2
Burdick Voc. H.S.			1						1			2
Cardozo H.S.							1					1
Dunbar H.S.					1							1
Eastern H.S.						7						7
M.M. Washington Voc. H.S.										1		1
Spingarn H.S.					1							1
Woodson Jr. H.S.									2			2
Total:	2	0	1	0	2	8	2	5	5	1	0	26

D.C. Evening High School													
Anacostia H.S.	1	1							1				3
Armstrong Adult Education			1										1
Armstrong Manpower Training Dev.	1	1				1							3
Bell Voc. H.S.									1				1
Cardozo H.S.		2				1							3
Chamberlain Voc. H.S.						1							1
Roosevelt H.S.			1	9	4		4	8		4			30
Woodson Jr. H.S.	1					2							3
Total:	2	2	5	9	4	4	5	9	1	4	0		45

Out of Town Day High Schools		
Washington & Lee H.S. (Va.)	1	1
<u>Total:</u>		<u>1</u>

Out of Town Evening High Schools			
Crossland H.S. (Md.)	1		1
Total:			1

THE 1965 GRADUATE FOLLOW-UP SURVEY

BY CURRICULUM PROGRAM

HONORS

REGULAR (COLLEGE PREPARATORY)

GENERAL

SPECIAL ACADEMIC

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
Department of Guidance and Placement
Washington, D. C.

SUMMARY OF GRADUATE FOLLOW-UP SURVEY

Senior High School - Honors Program		Class of 1965				
	Boys	%	Girls	%	Total	%
Number of Graduates	119		161		280	
Number Located	119	100.0	161	100.0	280	100.0
Number Not Located	-	-	-	-	-	-
Number Located	119		161		280	
<u>EDUCATION</u>						
Continuing Education Full-Time	97	81.5	144	89.4	241	86.1
Continuing Education Part-Time	11	9.2	8	5.0	19	6.8
Total, Education	108	90.8	152	94.4	260	92.9
<u>EMPLOYED</u>						
In Government Full-Time	2	1.7	-	-	2	.7
In Private Industry Full-Time	5	4.2	4	2.5	9	3.2
In Government Part-Time	1	.8	1	.6	2	.7
In Private Industry Part-Time	3	2.5	3	1.9	6	2.1
Total, Employed	11	9.2	8	5.0	19	6.7
<u>MISCELLANEOUS</u>						
Military Service	-	-	-	-	-	-
Neither Employed Nor in School	-	-	1	.6	1	.4
Personal Illness	-	-	-	-	-	-
Other	-	-	-	-	-	-
Total, Miscellaneous	-	-	1	.6	1	.4
Grand Total - Education, Employed, and Miscellaneous	119	100.0	161	100.0	280	100.0
<u>LOCATION OF SCHOOLS</u>						
Washington or Metropolitan Area	40	37.0	44	29.0	84	32.3
Outside of Washington	68	63.0	108	71.0	176	67.7
Total, Location of Schools	108	100.0	152	100.0	260	100.0
<u>TYPES OF SCHOOLS</u>						
Four-Year Colleges	103	95.4	146	96.1	249	95.8
Junior Colleges	-	-	1	.6	1	.4
Nurses Training - RN and PN	-	-	2	1.3	2	.8
Special Ed. (Art, Music, Bus., etc.)	4	3.7	3	2.0	7	2.6
Preparatory Schools	1	.9	-	-	1	.4
D.C. Day High Schools	-	-	-	-	-	-
D.C. Evening High Schools	-	-	-	-	-	-
High Schools Outside D. C.	-	-	-	-	-	-
Total, Types of Schools	108	100.0	152	100.0	260	100.0

NOTE: Eleven boys and eight girls reported they were employed and attending school full-time or part-time.

SUMMARY OF GRADUATE FOLLOW-UP SURVEY - Continued

Senior High School - Honors Program		Class of 1965					
		Boys	%	Girls	%	Total	%
<u>LOCATION OF EMPLOYMENT</u>							
Washington, D. C.		8	72.7	8	100.0	16	84.2
Outside Washington, D. C.		3	27.3	-	-	3	15.8
Total, Location of Employment		11	100.0	8	100.0	19	100.0
<u>TYPES OF EMPLOYMENT</u>							
Office		4	36.3	6	75.0	10	52.6
Sales		3	27.3	1	12.5	4	21.1
Domestic		-	-	-	-	-	-
Personal Service		1	9.1	-	-	1	5.3
Building Services		2	18.2	-	-	2	10.5
Protective Services		-	-	-	-	-	-
Skilled Labor		-	-	-	-	-	-
Semi-Skilled Labor		1	9.1	1	12.5	2	10.5
Unskilled Labor		-	-	-	-	-	-
Other		-	-	-	-	-	-
Total, Types of Employment		11	100.0	8	100.0	19	100.0

Note 1: Eleven boys and 8 girls reported they were employed and attending school full-time or part-time.

Note 2: One boy and twenty-eight girls reported they were married.

Note 3: Six and nine tenths percent of the graduates located were in the honors program.

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
Department of Guidance and Placement
Washington, D. C.

SUMMARY OF GRADUATE FOLLOW-UP SURVEY
March 1966

Senior High School - Regular Program	(College Preparatory)		Class of 1965			
	Boys	%	Girls	%	Total	%
Number of Graduates	737	-	987	-	1724	-
Number Located	735	99.7	985	99.8	1720	99.8
Number Not Located	2	.3	2	.2	4	.2
Number Located	735	-	985	-	1720	-
<u>EDUCATION</u>						
Continuing Education Full Time	549	74.7	736	74.7	1285	74.7
Continuing Education Part Time	15	2.0	21	2.2	36	2.1
Total, Education	564	76.7	757	76.9	1321	76.8
<u>EMPLOYED</u>						
In Government Full Time	34	4.6	58	5.9	92	5.3
In Private Industry Full Time	65	8.9	89	9.0	154	9.0
In Government Part Time	9	1.2	9	0.9	18	1.0
In Private Industry Part Time	20	2.7	16	1.6	36	2.1
Total, Employed	128	17.4	172	17.4	300	17.4
<u>MISCELLANEOUS</u>						
Military Service	37	5.1	8	.8	45	2.6
Neither Employed Nor in School	2	.3	43	4.4	45	2.6
Personal Illness	1	.1	-	-	1	.1
Other	3	.4	5	.5	8	.5
Total, Miscellaneous	43	5.9	56	5.7	99	5.8
Grand Total - Education, Employed and Miscellaneous	735	100.0	985	100.0	1720	100.0
<u>LOCATION OF SCHOOLS</u>						
Washington or Metropolitan Area	264	46.8	461	60.9	725	54.9
Outside of Washington	300	53.2	296	39.1	596	45.1
Total, Location of Schools	564	100.0	757	100.0	1321	100.0
<u>TYPES OF SCHOOLS</u>						
Four Year Colleges	471	83.5	607	80.2	1078	81.6
Junior Colleges	25	4.4	38	5.0	63	4.8
Nurses Training - RN and PN	-	-	16	2.1	16	1.2
Special Ed. (Art, Music, Bus., etc)	37	6.6	86	11.3	123	9.3
Preparatory Schools	26	4.6	2	.3	28	2.1
D.C. Day High Schools	2	.4	2	.3	4	.3
D.C. Evening Schools	3	.5	6	.8	9	.7
High Schools Outside D. C.	-	-	-	-	-	-
Total, Types of Schools	564	100.0	757	100.0	1321	100.0

SUMMARY OF GRADUATE FOLLOW-UP SURVEY - Continued

Senior High School - Regular Program (College Preparatory)					Class of 1965	
	Boys	%	Girls	%	Total	%
<u>LOCATION OF EMPLOYMENT</u>						
Washington, D. C.	96	75.0	152	88.4	248	82.7
Outside Washington, D. C.	32	25.0	20	11.6	52	17.3
Total Location of Employment	128	100.0	172	100.0	300	100.0
<u>TYPES OF EMPLOYMENT</u>						
Office	43	33.6	120	69.8	163	54.3
Sales	32	25.0	24	14.0	56	18.7
Domestic	-	-	-	-	-	-
Personal Service	9	7.0	7	4.0	16	5.3
Building Services	8	6.3	3	1.7	11	3.7
Protective Services	1	.8	-	-	1	.3
Skilled Labor	12	9.3	-	-	12	4.0
Semi-Skilled Labor	13	10.2	1	.6	14	4.7
Unskilled Labor	3	2.3	1	.6	4	1.3
Other	7	5.5	16	9.3	23	7.7
Total Types of Employment	128	100.0	172	100.0	300	100.0

Note 1: Fifteen boys and twenty-one girls reported they were employed and attending school full-time or part-time.

Note 2: Sixteen boys and fifty girls reported they were married.

Note 3: Forty-two and one tenth percent of the graduates located were in the regular program (college preparatory).

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
Department of Guidance and Placement
Washington, D. C.

SUMMARY OF GRADUATE FOLLOW-UP SURVEY
March 1966

Senior High School - General Program			Class of 1965			
	Boys	%	Girls	%	Total	%
Number of Graduates	747	-	1091	-	1838	-
Number Located	733	98.1	1078	98.8	1811	98.5
Number Not Located	14	1.9	13	1.2	27	1.5
Number Located	733		1078		1811	
<u>EDUCATION</u>						
Continuing Education Full Time	211	28.8	264	24.5	475	26.2
Continuing Education Part Time	33	4.5	64	5.9	97	5.4
Total, Education	244	33.3	328	30.4	572	31.6
<u>EMPLOYED</u>						
In Government Full Time	68	9.3	210	19.5	278	15.4
In Private Industry Full Time	192	26.2	287	26.6	479	26.4
In Government Part Time	11	1.5	18	1.7	29	1.6
In Private Industry Part Time	25	3.4	65	6.0	90	5.0
Total, Employed	296	40.4	580	53.8	876	48.4
<u>MISCELLANEOUS</u>						
Military Service	160	21.8	1	.1	161	8.9
Neither Employed Nor in School	30	4.1	167	15.5	197	10.8
Personal Illness	2	.3	2	.2	4	.2
Other	1	.1	-	-	1	.1
Total, Miscellaneous	193	26.3	170	15.8	363	20.0
Grand Total - Education, Employed and Miscellaneous	733	100.0	1078	100.0	1811	100.0
<u>LOCATION OF SCHOOLS</u>						
Washington or Metropolitan Area	136	55.7	265	80.8	401	70.1
Outside of Washington	108	44.3	63	19.2	171	29.9
Total, Location of Schools	244	100.0	328	100.0	572	100.0
<u>TYPES OF SCHOOLS</u>						
Four Year Colleges	147	60.2	141	43.0	288	50.3
Junior Colleges	22	9.0	6	1.8	28	4.9
Nurses Training - RN and PN	-	-	17	5.2	17	3.0
Special Ed. (Art, Music, Bus., etc)	51	21.0	125	38.1	176	30.8
Preparatory Schools	6	2.5	3	.9	9	1.6
D. C. Day High Schools	4	1.6	16	4.9	20	3.5
D. C. Evening High Schools	13	5.3	19	5.8	32	5.6
High Schools Outside D. C.	1	.4	1	.3	2	.2
Other	-	-	-	-	-	-
Total Types of Schools	244	100.0	328	100.0	572	100.0

SUMMARY OF GRADUATE FOLLOW-UP SURVEY - Continued

Senior High School - General Program

Class of 1965

	Boys	%	Girls	%	Total	%
<u>LOCATION OF EMPLOYMENT</u>						
Washington, D. C.	245	82.8	410	70.7	655	74.8
Outside Washington, D. C.	51	17.2	170	29.3	221	25.2
Total Location of Employment	296	100.0	580	100.0	876	100.0

TYPES OF EMPLOYMENT

Office	102	34.5	387	66.7	489	55.8
Sales	53	17.9	90	15.5	143	16.3
Domestic	-	-	25	4.3	25	2.9
Personal Service	13	4.4	39	6.7	52	5.9
Building Services	41	13.9	14	2.4	55	6.3
Protective Services	9	3.0	1	.2	10	1.1
Skilled Labor	26	8.8	1	.2	27	3.1
Semi-Skilled Labor	25	8.4	8	1.4	33	3.8
Unskilled Labor	17	5.7	1	.2	18	2.1
Other	10	3.4	14	2.4	24	2.7
Total Types of Employment	296	100.0	580	100.0	876	100.0

Note 1: Thirty-three boys and sixty-four girls reported they were employed and attending school full-time or part-time.

Note 2: Four boys and sixty-five girls reported they were married.

Note 3: Forty-four and three tenths percent of the graduates located were in the general program.

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
Department of Guidance and Placement
Washington, D. C.

SUMMARY OF GRADUATE FOLLOW-SURVEY
March 1966

Senior High School - Special Academic Program			Class of 1965			
	Boys	%	Girls	%	Total	%
Number of Graduates	142		147		289	
Number Located	130	91.5	144	98.0	274	94.8
Number Not Located	12	8.5	3	2.0	15	5.2
Number Located	130		144		274	
<u>EDUCATION</u>						
Continuing Education Full Time	19	14.6	12	8.3	31	11.3
Continuing Education Part Time	1	.8	5	3.5	6	2.2
Total Education	20	15.4	17	11.8	37	13.5
<u>EMPLOYED</u>						
In Government Full Time	16	12.3	11	7.6	27	9.9
In Private Industry Full Time	32	24.6	56	39.0	88	32.1
In Government Part Time	4	3.1	2	1.3	6	2.2
In Private Industry Part Time	10	7.7	19	13.2	29	10.6
Total, Employed	62	47.7	88	61.1	150	54.8
<u>MISCELLANEOUS</u>						
Military Service	30	23.1	-	-	30	10.9
Neither Employed Nor in School	9	7.0	26	18.1	35	12.7
Personal Illness	1	.8	-	-	1	.4
Other	8	6.2	13	9.0	21	7.7
Total Miscellaneous	48	36.9	39	27.1	87	31.7
Grand Total - Education, Employed and Miscellaneous	130	100.0	144	100.0	274	100.0
<u>LOCATION OF SCHOOLS</u>						
Washington or Metropolitan Area	12	60.0	15	88.2	27	73.0
Outside of Washington	8	40.0	2	11.8	10	27.0
Total Location of Schools	20	100.0	17	100.0	37	100.0
<u>TYPES OF SCHOOLS</u>						
Four Year Colleges	6	30.0	2	11.8	8	21.6
Junior Colleges	5	25.0	1	5.9	6	16.2
Nurses Training - RN and PN	-	-	-	-	-	-
Special Ed. (Art, Music, Bus., etc)	6	30.0	11	64.6	17	46.0
Preparatory Schools	-	-	-	-	-	-
D. C. Day High Schools	1	5.0	1	5.9	2	5.4
D. C. Evening High Schools	2	10.0	2	11.8	4	10.8
High Schools Outside D. C.	-	-	-	-	-	-
Other	-	-	-	-	-	-
Total Types of Schools	20	100.0	17	100.0	37	100.0

SUMMARY OF GRADUATE FOLLOW-UP SURVEY - Continued

Senior High School - Special Academic Program			Class of 1965			
	Boys	%	Girls	%	Total	%
<u>LOCATION OF EMPLOYMENT</u>						
Washington, D. C.	23	37.1	60	68.2	83	55.3
Outside Washington, D. C.	39	62.9	28	31.8	67	44.7
Total Location of Employment	62	100.0	88	100.0	150	100.0
<u>TYPES OF EMPLOYMENT</u>						
Office	10	16.1	25	28.4	35	23.3
Sales	7	11.3	20	22.7	27	18.0
Domestic	-	-	5	5.7	5	3.3
Personal Service	10	16.1	22	25.0	32	21.3
Building Services	10	16.1	10	11.4	20	13.4
Protective Services	-	-	-	-	-	-
Skilled Labor	5	8.1	-	-	5	3.3
Semi-Skilled Labor	11	17.7	2	2.3	13	8.7
Unskilled Labor	6	9.7	3	3.4	9	6.0
Other	3	4.9	1	1.1	4	2.7
Total Types of Employment	62	100.0	88	100.0	150	100.0

Note 1: One boy and five girls reported they were employed and attending school full-time or part-time.

Note 2: One boy and nineteen girls reported they were married.

Note 3: Six and seven tenths percent of the graduates located were in the special academic program.

M-5

Public Schools of the District of Columbia

NUMBER OF REGULAR FULL-TIME EDUCATIONAL EMPLOYEES ON OCTOBER 19, 1961
BY TYPE OF POSITION, SCHOOL LEVEL, RACE, AND SEX

110 110.0 2-25

Prepared by

Department of General Research, Budget, and Legislation
Office of the Statistician
November 22, 1961





List of Tables

	<u>Page</u>
Table 1. Number and Percent of Regular Full-Time Educational Employees -- Summary	1
Table 2. Number of Educational Officers	2
Table 3. Number of Regular Full-Time Classroom Teachers, Counselors, Librarians, Research Assistants, and School Psychologists	3
Table 4. Number of Regular Full-Time Educational Employees in the Attendance Department	4
Table 5. Number of Regular Full-Time Educational Employees in Each Elementary School	5
Table 6. Number of Regular Full-Time Educational Employees in Each Junior High School	12
Table 7. Number of Regular Full-Time Educational Employees in Each Senior High School	14
Table 8. Number of Regular Full-Time Educational Employees in Each Vocational High School	15

Table 1. -- Number and Percent of Regular Full-Time Educational Employees on October 19, 1961 -- Summary

Type of position (1)	White			Colored			Both races		
	Men (2)	Women (3)	Total (4)	Men (5)	Women (6)	Total (7)	Men (8)	Women (9)	Total (10)
Educational officers	(No. %) 59 20.4	84 29.1	143 49.5	58 20.1	88 30.4	146 50.5	117 40.5	172 59.5	289 100.0
Teachers, counselors, librarians, research assistants, and school psychologists	(No. %) 286 6.0	1,119 23.5	1,405 29.5	613 12.9	2,744 57.6	3,357 70.5	899 18.9	3,863 81.1	4,762 100.0
Attendance department employees <u>a/</u>	(No. %) - .0	15 57.7	15 57.7	1 3.8	10 38.5	11 42.3	1 3.8	25 96.2	26 100.0
All educational employees	(No. %) 345 6.8	1,218 24.0	1,563 30.8	672 13.2	2,842 56.0	3,514 69.2	1,017 20.0	4,060 80.0	5,077 100.0

a/Attendance department employees other than supervisory officers.

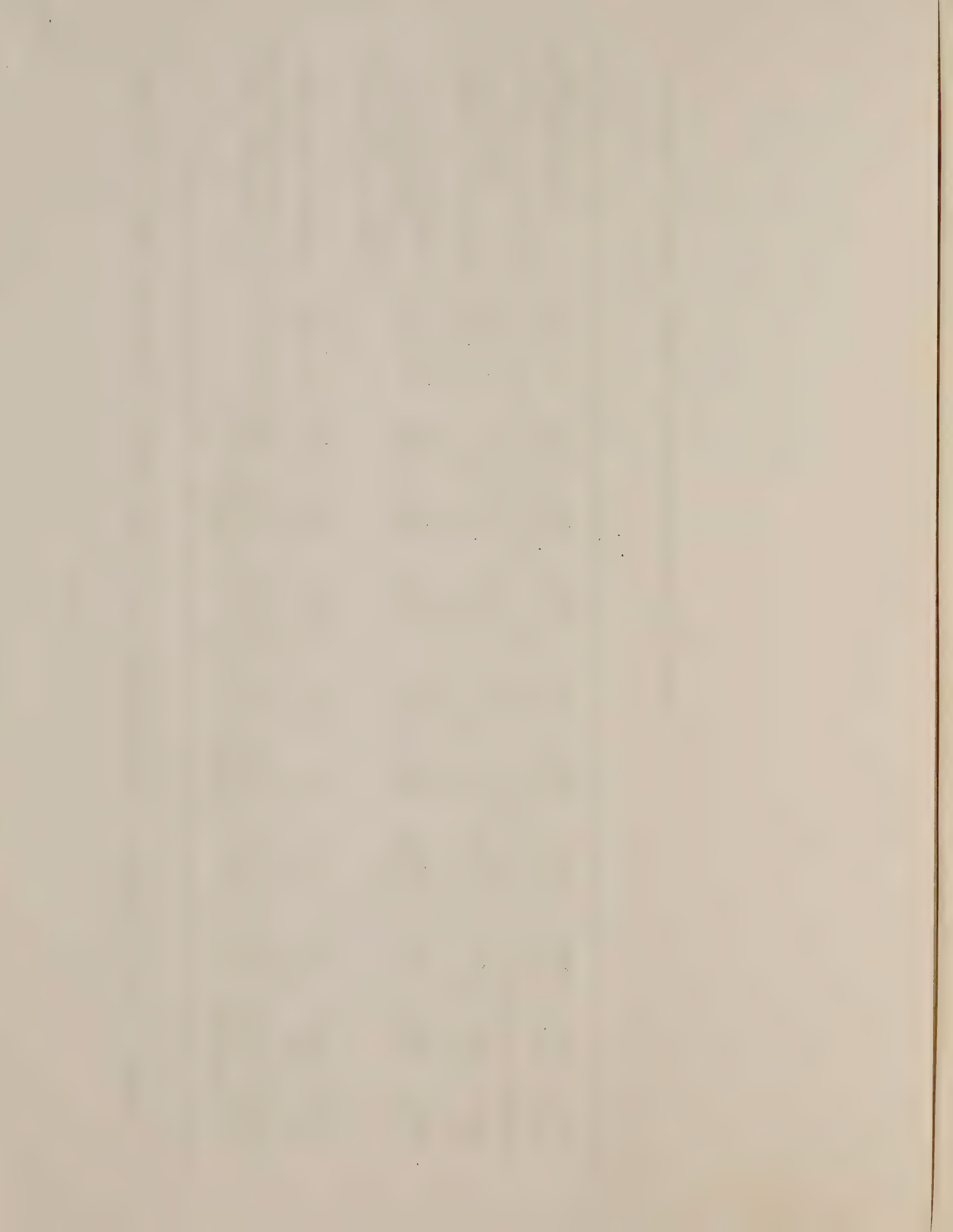


Table 2. --- Number of Educational Officers on October 19, 1961

Type of position (1)	White			Colored			Both races		
	Men (2)	Women (3)	Total (4)	Men (5)	Women (6)	Total (7)	Men (8)	Women (9)	Total (10)
Central administrative officers <u>a/</u>	8	1	9	2	3	5	10	4	14
Central supervisory officers <u>b/</u>	16	22	38	11	17	28	27	39	66
Principals and assistant principals <u>c/</u>	35	61	96	45	68	113	80	129	209
All educational officers	59	84	143	58	88	146	117	172	289

- a/ Includes superintendent, deputy superintendent, assistant superintendents, executive assistant to superintendent, administrative assistant to deputy superintendent, and director of elementary education in office of assistant superintendent in charge of elementary schools.
- b/ Includes psychiatrist, chief examiner, directors, supervising directors, assistant directors, statistician, supervisors, clinical psychologists, psychiatric social workers, and chief attendance officers.
- c/ Includes president, deans, and registrar at D. C. Teachers College.

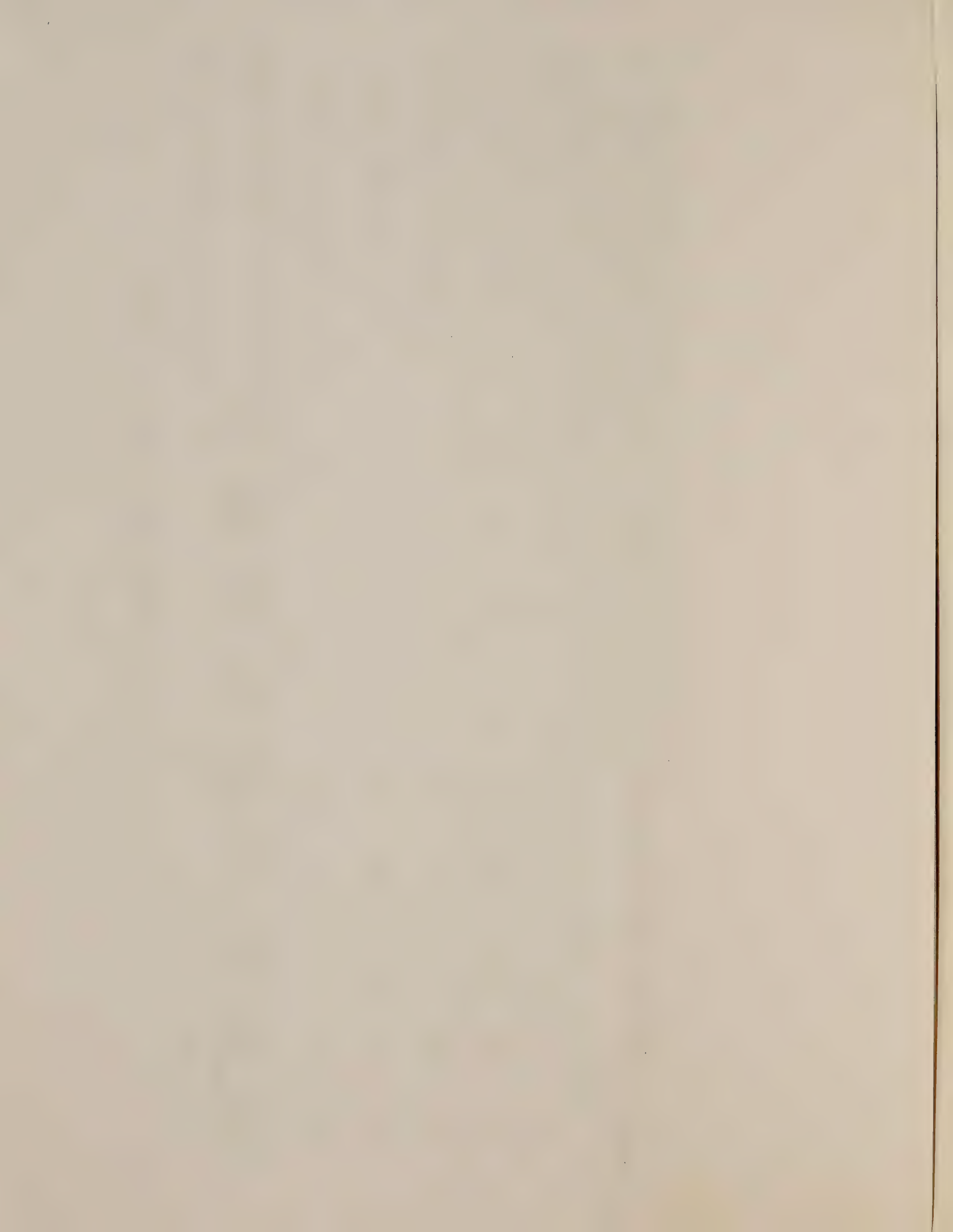


Table 3. -- Number of Regular Full-Time Classroom Teachers, Counselors, Librarians, Research Assistants, and School Psychologists on October 19, 1961

School type and level (1)	White			Colored			Both races		
	Men (2)	Women (3)	Total (4)	Men (5)	Women (6)	Total (7)	Men (8)	Women (9)	Total (10)
Elementary schools <u>a/</u>	28	617.5	645.5	156	1,847.5	2,003.5	184	2,465	2,649
Junior high schools	97	199	294	259	552.5	811.5	354	751.5	1,105.5
Senior high schools	105	189	294	110	202	312	215	391	606
Boys' Junior-Senior High School	1	-	1	3	2	5	4	2	6
Vocational high schools	35	26.5	61.5	46	56	102	81	82.5	163.5
Americanization School	1	9	10	-	-	-	1	9	10
Capitol Page School	2	4	6	-	-	-	2	4	6
Sharpe Health School and Visiting Instruction Corps	-	22	22	3	22	25	3	44	47
Veterans High School Center	-	-	-	19	4	23	19	4	23
D. C. Teachers College	13	15	28	10	13	23	23	28	51
Serving all levels <u>b/</u>	6	37	43	7	45	52	13	82	95
All teachers, etc.	286	1,119	1,405	613	2,744	3,357	899	3,863	4,762

a/ Includes teachers college personnel at laboratory schools.

b/ Includes teachers, research assistants, and school psychologists in Department of General Research, Budget, and Legislation; Department of Pupil Appraisal, Study, and Attendance; Reading Clinic; Speech Clinic; and Visual Instruction Department.

Table 4. -- Number of Regular Full-Time Educational Employees in the Attendance Department on October 19, 1961

Type of position (1)	White			Colored			Both races		
	Men (2)	Women (3)	Total (4)	Men (5)	Women (6)	Total (7)	Men (8)	Women (9)	Total (10)
Attendance officers <u>a/</u>	-	13	13	1	10	11	1	23	24
Child-labor inspectors	-	2	2	-	-	-	-	2	2
All attendance employees <u>a/</u>	-	15	15	1	10	11	1	25	26

a/ Supervisory officers are not included here, but are included in Tables 1 and 2.

Table 5. --- Number of Regular Full-Time Educational Employees in Each Elementary School on October 19, 1961

School (1)	Principals				Teachers				Grand total (10)
	White		Colored		White		Colored		
	Men (2)	Women (3)	Men (4)	Women (5)	Men (6)	Women (7)	Men (8)	Women (9)	
Adams	-	1*	-	-	-	6	-	5	12
Aiton	-	1	-	-	-	5	2	22	30
Amidon	-	1	-	-	-	10	2	10	23
Bancroft	-	1	-	-	1	4	2	15	23
Barnard	-	1	-	-	-	9	2	14	26
Beers	-	1	-	-	-	19	-	3	23
Benning	-	-	-	1*	-	-	2	7	10
Benning Annex	(counted under Benning)				-	-	-	9	9
Birney	1	-	-	-	1	1	3	25	31
Blair	-	-	-	1*	-	-	-	7	8
Blow	1*	-	-	-	-	-	-	10	11
Bowen, A.	-	-	-	1	-	2	1	20	24
Brent	(counted under Blair)				-	3	-	4	7
Brightwood	-	1	-	-	-	16	-	5	22
Brookland	-	-	-	1*	-	2	1	9	13
Bruce	-	1*	-	-	-	-	1	16	18
Bryan	-	-	-	1	-	-	2	27	30
Buchanan	-	1	-	-	-	4	3	25	33
Bundy	-	-	1	-	-	-	6	14	21
Bunker Hill	-	1	-	-	-	7	-	18	26
Burroughs	-	1	-	-	1	13	1	13	29
Burrville	-	-	-	1	-	-	2	18	21

(Continued on next page)

(Continued on next page)

*Principal supervises two schools.

Table 5. -- Number of Regular Full-Time Educational Employees in Each Elementary School on October 19, 1961
(Continued)

School (1)	Principals				Teachers				Grand total (10)
	White		Colored		White		Colored		
	Men	Women	Men	Women	Men	Women	Men	Women	
	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	
Carver	-	-	-	1	-	1	1	16	18
Cleveland	-	-	-	1	-	17	1	2	21
Congress Heights	-	1	-	1	-	3	1	22	20
Cook, J. F.	-	-	-	1	-	1	2	25	24
Cooke, H. D.	-	-	1	-	-	1	-	8	31
Crummell	-	1*	-	-	-	-	-	9	10
Crummell Annex	(counted under Crummell)	-	-	-	-	-	1	24	9
Davis	-	-	-	-	-	-	-	5	26
Davis Annex	(counted under Davis)	-	-	-	-	-	1	8	26
Draper	-	1	-	-	-	18	1	32	5
Drew	-	1*	-	1	-	11	2	8	28
Eaton	-	-	-	-	-	-	-	32	12
Eckington	(counted under Gage)	-	-	-	-	-	-	8	8
Edmonds	(counted under Peabody)	-	-	-	-	-	1	10	11
Emery	1	-	-	-	1	1	2	16	21
Fillmore	(counted under Hyde)	-	-	-	1*	4	-	14	4
Gage	-	-	-	1*	-	-	-	28	15
Garfield	-	-	-	-	-	-	3	6	32
Garfield Annex	(counted under Garfield)	-	-	-	1*	-	-	25	6
Garrison	-	-	-	1	-	-	2	17	26
Giddings	-	-	-	1	-	-	3	30	20
Goding	-	-	-	-	-	4	1	1	34
Grant	(counted under Sumner)	-	-	1	1	1	1	29	6
Grimke	-	-	-	-	-	7	-	-	32
Hardy	-	1*	-	-	-	-	-	-	8

(Continued on next page)

*Principal supervises two schools.

Table 5. -- Number of Regular Full-Time Educational Employees in Each Elementary School on October 19, 1961
(Continued)

School (1)	Principals				Teachers				Grand Total (10)
	White		Colored		White		Colored		
	Men (2)	Women (3)	Men (4)	Women (5)	Men (6)	Women (7)	Men (8)	Women (9)	
Harrison	-	-	-	1*	-	-	1	22	24
Hayes	-	-	(counted under Eaton)	-	-	-	1	6	8
Hearst	-	1	-	-	4	7	-	-	7
Hendley	-	1**	-	-	-	12	-	11	28
Hyde	-	(counted under Hyde)	-	-	-	5	-	-	6
Jackson	-	1	-	-	-	4	-	-	4
Janney	-	1*	-	-	-	17	-	-	18
Keene	-	1**	-	-	-	20	-	2	23
Keene Demountable	(counted under Keene)	-	-	-	-	2	-	1	3
Kenilworth	-	1	-	1	-	17	2	34	37
Ketcham	-	1	-	-	-	5	-	2	20
Key	(counted under Hardy)	-	-	-	-	9	-	18	5
Kimball	-	1	-	-	1	21	3	29	32
Kingsman	-	1	-	-	1	6	2	19	32
Lafayette	-	1	-	-	1	-	-	-	23
Langdon	-	1	-	1*	1	-	-	11	27
Langston	-	-	-	-	1	22	9	11	10
LaSalle	-	1	-	1*	-	-	1	16	35
Lenox	-	-	-	-	-	-	1	8	18
Lenox Annex	(counted under Lenox)	-	-	-	-	-	-	20	8
Logan	-	1**	-	-	-	-	1	6	22
Logan Demountable	(counted under Logan)	-	-	-	-	-	2	-	8
Lovejoy	-	-	-	1	-	-	-	-	23

(Continued on next page)

*Principal supervises two schools.

**Principal supervises one school and one demountable.

***Principal supervises three schools.

Table 5. -- Number of Regular Full-Time Educational Employees in Each Elementary School on October 19, 1961
(Continued)

School (1)	Principals				Teachers				Grand total (10)
	White		Colored		White		Colored		
	Men (2)	Women (3)	Men (4)	Women (5)	Men (6)	Women (7)	Men (8)	Women (9)	
Ludlow	(counted under Hayes)				-	-	1	6	7
Madison	-	1*	-	-	-	8	1	7	9
Mann	-	-	-	1	-	-	5	15	21
Maury	-	-	1	-	-	-	3	20	24
Merritt	(counted under Bruce)				-	1	-	4	5
Military Road	(counted under Bruce)				-	-	1	24	26
Montroë	-	-	-	1	-	-	1	27	32
Miner	-	-	-	1	-	-	4	19	21
Morgan	-	-	-	1*	-	-	1	7	7
Morgan Annex	(counted under Morgan)				-	-	1	8	9
Morse	(counted under Scott Montgomery)				-	-	1	31	33
Moten	-	-	-	1	-	1	1	29	32
Mott	-	-	-	1	-	22	-	24	23
Murch	-	1	-	-	-	-	2	24	27
Nalle	-	-	-	1	-	-	2	21	24
Noyes	-	-	-	1	-	8	-	-	10
Orr	-	1*	-	-	1	7	-	1	8
Oyster	(counted under Adams)				-	-	4	29	34
Park View	-	-	1	-	2	-	-	-	32
Patterson	-	1	-	-	-	29	2	25	31
Payne	-	-	-	1**	-	3	-	4	4
Payne Demountable	(counted under Payne)				-	-	-	13	16
Peabody	-	-	-	1*	-	-	2	9	16
Perry	(counted under Seaton)				-	-	7	-	16

(Continued on next page)

*Principal supervises two schools.
**Principal supervises one school and one demountable.

Table 5. -- Number of Regular Full-Time Educational Employees in Each Elementary School on October 19, 1961
(Continued)

School (1)	Principals				Teachers				Grand total (10)
	White		Colored		White		Colored		
	Men (2)	Women (3)	Men (4)	Women (5)	Men (6)	Women (7)	Men (8)	Women (9)	
Petworth	1	-	-	-	-	4	1	17	23
Pierce	(counted under Blow)	-	-	-	-	-	-	8	8
Plummer	-	-	-	1	-	1	6	29	37
Powell	-	-	-	1*	-	-	1	18	20
Powell Annex	(counted under Powell)	-	-	-	-	10	-	7	7
Randle Highlands	(counted under Orr)	-	-	-	1	5	-	18	10
Raymond	-	-	-	1**	-	-	2	28	31
Richardson	-	-	-	-	-	-	1	7	8
Richardson Demountable	(counted under Richardson)	-	-	-	-	-	1	19	21
River Terrace	-	-	-	1	-	12	1	13	27
Rudolph	-	1	-	-	-	-	1	19	22
Scott Montgomery	-	-	1*	-	1	3	1	8	14
Seaton	-	-	-	1*	-	-	3	23	27
Shadd	-	-	-	1**	-	-	1	2	3
Shadd Demountable	(counted under Shadd)	-	-	-	-	-	-	-	16
Shepherd	-	1	-	-	-	15	2	20	25
Simmons	-	1	-	-	4	20	-	6	31
Simon	-	1	-	-	-	-	-	10	10
Slater	(counted under Langston)	-	-	-	-	-	-	9	9
Slowe	(counted under Brookland)	-	-	-	-	-	-	19	20
Smothers	-	-	1	-	-	20	-	4	25
Stanton	-	1*	-	-	-	6	-	3	9
Stanton Annex	(counted under Stanton)	-	-	-	-	-	-	-	-

Continued on next page

(Continued on next page)

*Principal supervises two schools.
**Principal supervises one school and one demountable.

Table 5. -- Number of Regular Full-Time Educational Employees in Each Elementary School on October 19, 1961
(Continued)

School (1)	Principals				Teachers				Grand total (10)
	White		Colored		White		Colored		
	Men (2)	Women (3)	Men (4)	Women (5)	Men (6)	Women (7)	Men (8)	Women (9)	
Stevens									13
Stoddert					1	2		11	7
Sumner						6		9	10
Syphax				1***				21	25
Takoma		1				12		6	13
Taylor				(counted under Madison)			1	21	7
Thomas							2	21	24
Thomson	1					10	3	7	21
Truesdell						1	1	23	26
Turner			1					27	28
Tyler		1				18		9	28
Van Ness							1	27	29
Walker-Jones							1	27	29
Webb, Ruth K.		1				4	3	22	30
West		1				11		7	19
Wheatley		1					1	22	25
Whittier		1				19		10	30
Wilson, J. O.							3	24	28
Woodridge		1				4		14	19
Young				1**			2	35	38
Young Demountable								8	8

(counted under Sumner)

(counted under Mann)

(counted under Madison)

(counted under Young)

(Continued on next page)

(Continued on next page)

*Principal supervises two schools.

**Principal supervises one school and one demountable.

***Principal supervises three schools.

Table 5. -- Number of Regular Full-Time Educational Employees in Each
Elementary School on October 19, 1961
(Continued)

School (1)	Principals				Teachers				Grand total (10)
	White		Colored		White		Colored		
	Men (2)	Women (3)	Men (4)	Women (5)	Men (6)	Women (7)	Men (8)	Women (9)	
Art - itinerant	-	-	-	-	-	4	-	3	7
Foreign Language - Itinerant	-	-	-	-	-	18	-	9	27
Health, physical education athletics and safety - itinerant	-	-	-	-	1	1	-	8	10
Music - itinerant	-	-	-	-	4	8.5	1	6.5	20
Science - itinerant	-	-	-	-	-	6	1	5	12
ALL elementary	5	43	13	43	28	617.5	156	1,847.5	2,753

Table 6. -- Number of Regular Full-Time Educational Employees in Each Junior High School on October 19, 1961

School (1)	Principals and assistant principals				Teachers, counselors, and librarians				Grand total (10)
	White		Colored		White		Colored		
	Men (2)	Women (3)	Men (4)	Women (5)	Men (6)	Women (7)	Men (8)	Women (9)	
Banneker	-	-	1	1	1	2	14.5	31.5	51
Browne	-	-	2	1	1	-	14	38.5	56.5
Deal	2	1	-	-	9	36	2	3.5	53.5
Douglass	-	-	1	2	1.5	-	15	30.5	50
Eliot	-	-	1	1	1	1	17	26.5	47.5
Francis	-	-	1	1	1.5	1	16	15.5	36
Garnet-Patterson	-	-	1	1	1	1	10.5	25	39.5
Gordon	1	1	-	-	5.5	22	4	8.5	42
Hart	1	2	-	-	12	15	11	10.5	51.5
Hine	1	-	1	1	3.5	10	10	21.5	48
Jefferson	1	1	-	-	5	8	4	10.5	29.5
Kramer	1	1	-	-	9	29	3	3.5	46.5
Langley	-	-	1	1	-	-	11.5	34.5	48
Macfarland	1	-	1	1	3	14	13	39	72
Miller	-	-	1	2	-	2	19	39.5	63.5
Paul	2	-	1	1	11	24	7	12.5	57.5
Randall	-	-	1	1	-	-	9.5	20.5	32
Shaw	-	-	2	1	-	-	13.5	41.5	58
Sousa	-	1	1	-	8	13	9	25.5	57.5
Stuart	1	1	-	-	10.5	8	6	14.5	41
Taft	1	1	1	-	6	8	16	31.5	64.5
Terrell	-	-	1	1	1	-	12.5	31.5	47
Woodson	-	-	2	1	3.5	2	20	36.5	65

(Continued on next page)

Table 6. -- Number of Regular Full-Time Educational Employees in Each Junior High School on October 19, 1961
(Continued)

School (1)	Principals and assistant principals				Teachers, counselors, and librarians				Grand total (10)
	White		Colored		White		Colored		
	Men (2)	Women (3)	Men (4)	Women (5)	Men (6)	Women (7)	Men (8)	Women (9)	
City-Wide Counselor serving									
Basic Program	-	-	-	-	-	1	-	-	1
English - assigned to Dept. of	-	-	-	-	-	1	-	-	1
Mathematics - assigned to Dept. of	-	-	-	-	1	-	1	-	2
Science - itinerant	-	-	-	-	-	1	-	-	1
ALL junior high	12	9	19	17	95	199	259	552.5	1,162.5

卷之四

七

卷之四

卷之四

Table 7. -- Number of Regular Full-Time Educational Employees in Each Senior High School on October 19, 1961

School	Principals and assistant principals				Teachers, counselors, and librarians				Grand total
	White		Colored		White		Colored		
	Men	Women	Men	Women	Men	Women	Men	Women	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Anacostia	2	1	-	-	15	25	4	3	50
Ballou	1	1	1	-	15	15	5	11	49
Cardozo	-	-	1	2	1	-	19	30	53
Coolidge	2	1	-	-	18	34	1	4	60
Dunbar	-	-	2	1	-	-	13	27	43
Eastern	1	1	1	-	15	12	11	37	78
McKinley	1	1	1	-	10	14	15	28	70
Roosevelt	1	-	1	-	9	14	9	17	51
Spingarn	-	-	2	1	1	-	28	41	73
Western	2	1	-	-	8	28	2.5	3	44.5
W. Wilson	2	1	-	-	13	47	2.5	1	66.5
All senior high	12	7	9	4	105	189	110	202	638

Table 8. -- Number of Regular Full-Time Educational Employees in Each Vocational High School on October 19, 1961

School (1)	Principals				Teachers and counselors				Grand total (10)
	White		Colored		White		Colored		
	Men (2)	Women (3)	Men (4)	Women (5)	Men (6)	Women (7)	Men (8)	Women (9)	
Bell	1	-	-	-	20	1	6	1	29
Burdick	-	1	-	-	-	15.5	-	8	24.5
Chamberlain	1	-	-	-	15	9	7	3	35
Phelps	-	-	1	-	-	-	31	8	40
Washington	-	-	-	2	-	1	2	36	41
All vocational high ..	2	1	1	2	35	26.5	46	56	169.5

Stern
Fund -

SUPERINTENDENT OF SCHOOLS
FRANKLIN ADMINISTRATION BUILDING
THIRTEENTH AND K STREETS NW.
WASHINGTON, D. C. 20005

June 21, 1966



To the Board of Education
of the District of Columbia

Ladies and Gentlemen:

The Superintendent is presenting for the information of the Board the report of the partnership school project sponsored by the Philip M. Stern Family Foundation under the direction of Mrs. Frances C. Blacklow.

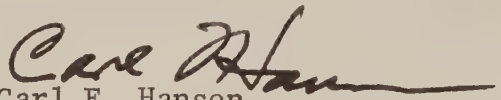
Under the partnership plan, schools not only shared resources which were matched by funds from the Philip M. Stern Family Foundation but also engaged in activities together to increase the sharing of experiences.

The report indicates that many of the schools conducted important joint activities, exchanges of pupils and programs and taking part in other enriching experiences.

Altogether \$3,422.75 was contributed by the schools and \$4,576.83 by the Stern Family Foundation, for a total of \$7,999.58. It is interesting to note that contributions were received from three schools in Montgomery County, one school in South Carolina and the religious school of Temple Sinai. The program is growing as indicated in the fact that last year's combined contribution was \$3,351.03.

This report is being submitted for the information of the Board.

Respectfully submitted,


Carl F. Hansen
Superintendent of Schools

Attachment

PARTNER-SCHOOL PROJECT
1965-1966

RELATED ACTIVITIES

Morgan

- Third grade children of partner schools shared trip to Capitol Building and exchanged visits to see class programs. Eaton School parents conducted folk singing programs and served as volunteer counselor aides and worked to have Morgan included in additional public funds and budget. Eaton parents started and manned a school library, including processing over 1200 books, donating books, furnishing paint and draperies.

Birney

- Student Councils of partner schools held joint meeting and students exchanged holiday greetings. A pen-pal program is in progress. Officers of both PTAs attended dinners at each others' schools. An exchange of visits of classrooms of students for observation, lunch, and square dancing has taken place. Faculties of both schools have met for exchange of ideas and helpful discussions. Shepherd children contributed books to Birney library and aided Birney children in collecting food for Southeast Settlement House at Thanksgiving. Shepherd principal spent day reading stories to Birney children before Christmas.

Gage

- Pupils in French classes visited Janney and gave informal program.

Mott

- Roosevelt High School Future Teachers of America Club supervised several classes in order to release Mott teachers for observation of special demonstrations. Members of Roosevelt Cadet Corps accompanied Mott children on trips to see programs and attend concerts at Roosevelt, and monitored a moving picture sponsored by Mott parents.

Van Ness

- Invited third grade of Keene to Valentine Square Dance. Students of Keene presented books for Van Ness library.

Blair

- Women from Temple Sinai read stories to children every Wednesday.

Randall Jr. High

- Boys from St. Albans toured Randall and joined students for lunch and attended National Library Week celebration at Randall.

Pierce

- Children attended Hearst School Fair.

Hayes-Ludlow

- Parents of Lafayette conduct classes in art and homemaking, sewing, knitting, as they did last year. They also maintain a school library and teach choral groups.

REPORT OF PARTSHIP SCHOOL PROJECT

SCHOOL YEAR 1965-1966

Perry Schools

Wagathy Schools

Agge

matched fund

Contributing School	Receiving School	School Contribution	Stern Fund Contribution	Used For
W Lafayette Home & School	C Hayes-Ludlow	\$300.00	\$300.00	Supplies for special calsses in sewing, cooking, art; library and speech therapist supplies, records; Safety Patrol Camp; theatre performance; material for Brotherhood Week; transported patrols to parade.
	Perry	\$100.00	\$100.00	Money received very recently - not used.
Keene PTA	Van Ness	\$50.00	\$50.00	Trips to: Zoo, Alexandria, tour of city. Experimental language charts.
Eaton PTA	Morgan	\$300.00	\$300.00	Trips to: Capitol, downtown at Christmas, Corcoran Art Gallery, Planetarium, Archives Building, Lee Mansion, Great Falls, Dulles Airport, Mt. Vernon, Alexandria; attend plays at Howard U., Roosevelt H. S., Eaton School; books for library; art and hygiene materials; Scholastic newspapers; incubator rental; workshop registration; purchase record players.
Shepherd	Birney	\$250.00	\$250.00	Christmas tree; safety patrol expenses; reading materials; supplies; trips; Mexican fiesta; enrichment program; clubs; promotion experience.
Deal Home & School	Browne Jr. High	\$200.00	\$200.00	Trips to: Capitol, Library of Congress, Folger, Taft Memorial, Senate and House Office Buildings, National Art Gallery, East Mall, Potomac Park, FBI, Archives Building, National Shrines, Bureau of Engraving, Mt. Vernon.
	Hine Jr. High	\$200.00	\$200.00	Symphony Concerts; Santa Maria Project; Olney Theatre; Culture Exchange Play.
	Stuart Jr. High	\$100.00	\$100.00	Trips to: Bureau Engraving, National Art Gallery, Washington Cathedral, government buildings and monuments; McKinley H.S. Operalog, Lisner Opera, Philharmonic Concert, National Symphony Concert; Youth Symphony Concert.

REPORT OF PARTNERSHIP SCHOOL PROJECT - 2

Contributing School	Receiving School	School Contribution	Stern Fund Contribution	Used For
Temple Sinai Religious School	Blair	\$150.00	\$250.00	Trips to: Ball game, National Airport, "Sound of Music"; Boy Scout expenses; Patrol Boy Camp; living things for classrooms.
Children Adults Stern	Peabody	\$150.00	\$250.00	Trips to: centers of interest in D. C., neighborhood concerts at 2 schools; "Sound of Music"; purchase 2 record players and records.
	Thomas	\$150.00	\$250.00	Trips to: Jamestown and Williamsburg, Mt. Vernon, Fire Training Center; movies ("Tom Sawyer" and "Sound of Music"); see Santa Maria and Bremen Musicians.
	Logan	\$192.75	\$366.83	Trips to: Baltimore, Howard U. for musical, Mt. Vernon, Dulles Airport, Arboretum, Nature Center, Planetarium; National Theatre (Pinocchio); ball game; circus; transported Richardson School band to Logan; Wax Museum.
Hearst PTA	Pierce	\$165.00	\$165.00	Trips to: Zoo, Nature Center, Enchanted Forest, Botanical Gardens, National Art Gallery, circus, initiate Girl Scout troop; Hearst School Fair; health project.
Janney PTA	Gage	\$200.00	\$200.00	Library books.
National Cathedral School Student Activities Association	Douglass Jr. High	\$100.00	\$200.00	Trips to: National Institute of Health, Mt. Vernon, Smithsonian, Rock Creek Park, Fort Dupont Park; books.
Hyde Home & School	Madison	\$50.00	\$50.00	Trips to: National Geographic, tour of city, Arboretum, National Art Gallery, Corcoran Art Gallery; Children's Theatre Ballet and Play.

REPORT OF PARTNERSHIP SCHOOL PROJECT - 3

Contributing School	Receiving School	School Contribution	Stern Fund Contribution	Used For
Stoddert	Crummell	\$50.00	\$50.00	Not reported
Roosevelt H. S. Student Council	Stevens	\$50.00	\$100.00	Last year's funds used in 1965-1966: Trips to: Corcoran Art Gallery, National Art Gallery, National Airport, Rock Creek Park Nature Center; Roosevelt H. S. play "Ben Franklin"; Catholic U. concert.
	Mott	\$50.00	\$100.00	Trips to: National Art Gallery, Corcoran Art Gallery, tour of city; concert at Hickory Hill; "Sound of Music."
St. Albans Boys School	Randall Jr. High	\$200.00	\$400.00	Landscaping project; National Library Week celebration; Mother-Daughter tea; performance at Arena Theatre.
Lafayette Pre-School	Lafayette Pre-School for Logan, Thomas, Park View, and River Terrace	\$75.00	\$75.00	Money just received.
Wilson H. S. Student Council	Miller Jr. High	\$125.00	\$250.00	Money just received.
	Evans Jr. High	\$125.00	\$250.00	Money just received.

REPORT OF PARTNERSHIP SCHOOL PROJECT - 4

Contributing School	Receiving School	School Contribution	Stern Fund Contribution	Used For
The following contributing schools are from <u>MONTGOMERY COUNTY or SOUTH CAROLINA.</u>				
Churchill H. S.	Taylor	\$25.00	\$25.00	Trips to: Arboretum, National Art Gallery, tour of city.
Easter Jr. High	Taylor	\$10.00	\$10.00	Money just received.
Bannockburn PTA	Noyes	\$25.00	\$25.00	Money just received.
Hillandale South Carolina	Burrville	\$30.00	\$60.00	Money just received.
TOTAL		\$3,422.75	\$4,576.83	

NOTE: The difference in totals is accounted for by the fact that this year the Stern Fund doubled contributions made by student groups.

#24

SUPERINTENDENT OF SCHOOLS
Franklin Administration Building
Thirteenth and K Streets, N. W.
Washington 5, D. C.

April 19, 1961

To the Board of Education
of the District of Columbia

This report approved by
Board of Education
Meeting of

APR 19 1961

Office of Superintendent
of Schools

Ladies and Gentlemen:

The Superintendent is pleased to recommend to the Board of Education that he be granted authority to accept an anonymous gift of \$25,000 to launch a program for organizing volunteer help in an Urban Youth Corps in the District of Columbia to prevent and control delinquency.

The plan will include inviting youth and other interested citizens to volunteer to work in downtown areas in connection with school and other agency activities to help with the problems of youth. It is hoped that numbers of volunteers from universities and graduate schools, civic and community agencies and indeed from churches will be willing to work under direction with children and youth in need of special help. While the activities will be centered in the main in the community school, the work itself may include helping families to plan budgets, to make better use of available resources, and to plan for leisure activities for children and youth. The Urban Youth Corps may help in the schools with remedial reading, with children who have severe educational problems and are in need of individual help, and with children who need total help on a one to one basis.

The object will be to make use of the vast reservoir of talent, willing to work as volunteers under direction in our own community.

To accomplish and launch this program it will be necessary to establish an office of special projects under the direction of a person at the assistant superintendency level. The initial grant of \$25,000 will be used to establish this office with secretarial help and to cover the expenses of its operation for a year. Under the leadership of the director of special projects a specific plan will be developed for expansion of the Urban Youth Corps to provide for the scheduling of work and the training and preparation for it. A carefully developed plan will be submitted to foundations for additional financial support.

The Superintendent recommends that the Board of Education authorize him to proceed with the implementation of the plan to establish the Urban Youth Corps, and that it accept the \$25,000 gift with the

To the Board of Education
of the District of Columbia - 2

April 19, 1961

recommendation to the Board of Commissioners that this fund be accepted to establish the office and staff of the Urban Youth Corps and to provide for supplies, travel funds, and incidental expenses necessary to this office.

Respectfully submitted,

Carl F. Hansen
Superintendent of Schools

#24

BOARD ACCEPTS GIFT OF \$27,200 FROM JUNIOR LEAGUE OF WASHINGTON
TO SUPPORT COORDINATED SCHOOL LIBRARY PROGRAM

THE SUPERINTENDENT SUBMITTED THE FOLLOWING REPORT:

"THE SUPERINTENDENT IS VERY HAPPY TO REPORT THAT THE JUNIOR LEAGUE OF WASHINGTON HAS MADE A GRANT OF \$27,200 FOR THE EMPLOYMENT OF A SUPERVISING DIRECTOR OF LIBRARY SERVICES, A FULL-TIME CLERK, LIMITED TRAVEL WITHIN THE CITY, AND THE COST OF OFFICE SUPPLIES. THE FUND WILL COVER THE COST OF THE PROJECT FOR A TWO-YEAR PERIOD.

THE PURPOSE OF THIS PROJECT IS TO ESTABLISH PROOF THAT LIBRARY SUPERVISORY SERVICE IS ESSENTIAL IN THE SCHOOL PROGRAM.

THE SUPERVISING DIRECTOR IN CHARGE OF LIBRARY SERVICES WILL COORDINATE THE ACTIVITIES OF OUR PRESENT LIBRARY STAFFS AND WILL ASSIST IN THE DEVELOPMENT OF A LIBRARY PROGRAM FOR THE ELEMENTARY SCHOOLS. TRAINED LEADERSHIP IS PARTICULARLY URGENT AT THE ELEMENTARY SCHOOL LEVEL TO IMPROVE THE QUALITY OF VOLUNTEER SERVICE.

THE SUPERINTENDENT RECOMMENDS THAT THE BOARD OF EDUCATION ACCEPT THIS GENEROUS GIFT AND THAT THIS REPORT BE FORWARDED TO THE COMMISSIONERS FOR APPROVAL. IT IS FURTHER RECOMMENDED THAT THE EXECUTIVE SECRETARY OF THE BOARD OF EDUCATION WRITE A LETTER OF APPRECIATION TO MRS. JAMES F. C. HYDE, JR., CHAIRMAN, PROJECT FINDING COMMITTEE OF THE JUNIOR LEAGUE, 3545 WILLIAMSBURG LANE, N. W."

MRS. STEELE ASKED HOW THE QUALIFICATIONS FOR THE SUPERVISING DIRECTOR OF LIBRARY SERVICES WILL BE SET UP. THE SUPERINTENDENT STATED HE HAS ASKED ASSISTANT SUPERINTENDENT HOLMES TO WORK ON THIS MATTER WITH MISS BARBARA NOLEN, PRESIDENT OF THE ACTION COMMITTEE FOR D. C. SCHOOL LIBRARIES, AND HER ASSOCIATES BECAUSE OF THEIR BACKGROUND IN THE LIBRARY SERVICES. HE STATED FURTHER THAT A CIRCULAR WILL BE SENT OUT ON THIS POSITION AS SOON AS POSSIBLE.

MRS. STEELE ASKED IF THE CIRCULAR COULD CONTAIN THE STATEMENT THAT THIS IS A VERY IMPORTANT PILOT PROJECT AND THAT IT IS HOPED THAT FROM THIS WILL COME A DEFINITE SALARY FOR SUCH A POSITION TO CONTINUE PERMANENTLY SO THAT ANYONE APPLYING WILL FEEL THAT THERE IS A SENSE OF PERMANENCE REGARDING THIS POSITION. THE SUPERINTENDENT STATED THAT THIS PROJECT IS A TWO-YEAR PROGRAM AND WITHIN THAT TIME IT IS HOPED CONGRESS WILL APPROVE FUNDS FOR THIS PURPOSE. THE SUPERINTENDENT STATED THAT THE SUGGESTION MADE BY MRS. STEELE WILL BE INCORPORATED IN THE CIRCULAR.

THERE BEING NO OBJECTION, THE RECOMMENDATION OF THE SUPERINTENDENT WAS APPROVED.

SUPERINTENDENT OF SCHOOLS
Franklin Administration Building
Thirteenth and K Streets, N.W.
Washington 5, D. C.

April 19, 1961

This report approved by
Board of Education
Meeting of

APR 19 1961

Office of Superintendent
of Schools

To the Board of Education
of the District of Columbia

Ladies and Gentlemen:

The Superintendent is very happy to report that the Junior League of Washington has made a grant of \$27,200 for the employment of a Supervising Director of Library Services, a full-time clerk, limited travel within the city, and the cost of office supplies. The fund will cover the cost of the project for a two-year period.

The purpose of this project is to establish proof that library supervisory service is essential in the school program.

The Supervising Director in charge of Library Services will coordinate the activities of our present library staffs and will assist in the development of a library program for the elementary schools. Trained leadership is particularly urgent at the elementary school level to improve the quality of volunteer service.

The Superintendent recommends that the Board of Education accept this generous gift and that this report be forwarded to the Commissioners for approval. It is further recommended that the Executive Secretary of the Board of Education write a letter of appreciation to Mrs. James F. C. Hyde, Jr., Chairman, Project Finding Committee of the Junior League, 3545 Williamsburg Lane, N. W.

Respectfully submitted,

Carl F. Hansen
Superintendent of Schools

#24

1. NATIONAL SCIENCE FOUNDATION
GRANT OF \$8,400 FOR "IN-SERVICE
INSTITUTE IN MATHEMATICS FOR
SECONDARY SCHOOL TEACHERS" AT
D. C. TEACHERS COLLEGE APPROVED.

DR. HAYNES SUBMITTED THE FOLLOWING REPORT:

"THE DISTRICT OF COLUMBIA TEACHERS COLLEGE HAS BEEN GRANTED THE SUM OF \$8,400.00 BY THE NATIONAL SCIENCE FOUNDATION FOR THE SUPPORT OF AN 'IN-SERVICE INSTITUTE IN MATHEMATICS FOR SECONDARY SCHOOL TEACHERS' FOR THE ACADEMIC YEAR 1961-1962. THE INSTITUTE WILL BE DIRECTED BY DR. DANIEL B. LLOYD, CHAIRMAN OF THE DIVISION OF MATHEMATICS AND BUSINESS EDUCATION. THE PRIMARY OBJECTIVE OF THE INSTITUTE WILL BE TO IMPROVE THE SUBJECT MATTER COMPETENCE OF PARTICIPATING TEACHERS.

THE PARTICIPATING SECONDARY SCHOOL TEACHERS WILL BE CHOSEN BY THE COLLEGE FROM BOTH JUNIOR AND SENIOR HIGH SCHOOLS. A MAXIMUM OF 36 TEACHERS WILL RECEIVE ALLOWANCES FOR TRAVEL, BOOKS AND FEES AMOUNTING TO \$50.00 EACH (\$40 FOR TRAVEL; \$10 FOR BOOKS AND FEES) - A TOTAL OF \$1800.00. THEY WILL PAY NO TUITION OR FEES. THE COLLEGE WILL RECEIVE \$6,600.00 FOR DIRECT COSTS OF OPERATING THE INSTITUTE.

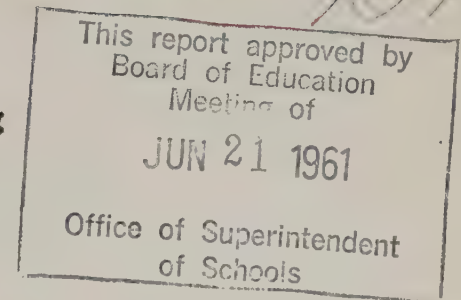
THE COLLEGE HAS SUCCESSFULLY OPERATED AN 'IN-SERVICE INSTITUTE IN MATHEMATICS FOR SECONDARY SCHOOL TEACHERS' THIS YEAR UNDER A GRANT FROM THE NATIONAL SCIENCE FOUNDATION. WE ARE PROUD THAT THE FOUNDATION HAS APPROVED OUR APPLICATION FOR ANOTHER INSTITUTE GRANT.

THE SUPERINTENDENT AND THE PRESIDENT OF THE TEACHERS COLLEGE RECOMMEND THAT THE BOARD OF EDUCATION APPROVE THIS GRANT OF \$8,400.00 FROM THE NATIONAL SCIENCE FOUNDATION, AND AUTHORIZE THE TEACHERS COLLEGE TO PARTICIPATE IN THE PROGRAM. IT IS FURTHER RECOMMENDED THAT THE BOARD OF EDUCATION FORWARD THIS REPORT TO THE COMMISSIONERS OF THE DISTRICT OF COLUMBIA FOR APPROVAL."

A MOTION THAT THE BOARD APPROVE THE REPORT OF THE COMMITTEE WAS MADE BY DR. HAYNES, SECONDED BY MRS. ROBERTS AND CARRIED.

#24 37

SUPERINTENDENT OF SCHOOLS
Franklin Administration Building
Thirteenth and K Streets, N.W.
Washington 5, D. C.



June 21, 1961

To the Board of Education
of the District of Columbia

Ladies and Gentlemen:

The Superintendent is pleased to advise the Board of Education that the Board of Directors of the Eugene and Agnes E. Meyer Foundation has made the following grants for the school year 1961-1962:

1. \$50,000 for the expansion of the Urban Service Corps which proposes to expand school services through volunteer activity.
2. \$7,000 to continue the services of a social worker at the Jefferson Junior High School. This is the third year for this project. The 1963 school budget estimates will contain a request for funds to employ a social worker at this school.
3. \$7,000 for the salary of a social worker at the Thomson Elementary School, this being a continuation of the project growing out of the Maximum Benefits Program. Funds will be requested for placing this position in the school budget estimates for 1963.
4. \$26,500 for the Macfarland Junior High School Talent Search program. September 1961 will begin the third year of operation of this program.

The Superintendent recommends that the Board of Education accept these grants, that a letter be sent to the Eugene and Agnes E. Meyer Foundation expressing appreciation for its deep concern for the education of children in the city school system, and that the grants be reported to the Board of Commissioners with the recommendation that the Board of Commissioners accept the funds and authorize the deposit of the money in the United States Treasury to the credit of the District of Columbia to be expended within the terms of the grants.

Respectfully submitted,

Carl F. Hansen
Superintendent of Schools

Section 10 of the
Act of 1908

Section 10 of the Act of 1908

Section 10 of the Act of 1908

Section 10 of the Act of 1908

Section 10 of the Act of 1908

Section 10 of the Act of 1908

#24

BOARD ACCEPTS ADDITIONAL GIFT OF \$13,722 FOR CONTINUATION
OF LIBRARY DEMONSTRATION PROJECT IN AMIDON AND GODING
ELEMENTARY SCHOOLS; APPROVAL OF COMMISSIONERS, D.C.
TO BE REQUESTED

THE SUPERINTENDENT SUBMITTED THE FOLLOWING REPORT:

"WITH THE APPROVAL OF THE BOARD OF EDUCATION AND THE AUTHORITY OF THE BOARD OF COMMISSIONERS A LIBRARY DEMONSTRATION PROJECT HAS BEEN IN OPERATION IN THE AMIDON AND GODING ELEMENTARY SCHOOLS DURING THE PAST SCHOOL YEAR. THIS PROJECT WAS MADE POSSIBLE BY A CONTRIBUTION OF \$11,650 BY A VERY KIND DONOR.

A CHECK IN THE AMOUNT OF \$13,722, HAS NOW BEEN SENT TO THE BOARD OF EDUCATION BY THIS SAME KIND DONOR FOR THE CONTINUATION OF THIS PROJECT THROUGH JUNE 30, 1962. THIS AMOUNT OF MONEY WILL MAKE POSSIBLE THE HIRING OF TWO LIBRARIANS FOR THE AMIDON AND GODING ELEMENTARY SCHOOLS AND THE PURCHASE OF \$250 WORTH OF SUPPLIES FOR EACH OF THE SCHOOLS.

THE SUPERINTENDENT IS VERY GRATEFUL FOR THIS GENEROUS GIFT. HE RECOMMENDS THAT THE BOARD OF EDUCATION ACCEPT THIS GIFT AND APPROVE THE CONTINUATION OF THIS LIBRARY PROJECT. HE FURTHER RECOMMENDS THAT THE BOARD OF EDUCATION REQUEST THE COMMISSIONERS OF THE DISTRICT OF COLUMBIA TO APPROVE THE CONTINUATION OF THIS VERY WORTHWHILE PROJECT."

A MOTION THAT THE BOARD APPROVE THE RECOMMENDATION OF THE SUPERINTENDENT WAS MADE BY MR. SMUCK, SECONDED BY DR. HAYNES AND CARRIED.

24

PRESIDENT WILLIAMS SUBMITS FOR THE RECORD AN ACCOUNT OF
THE PROCEDURE FOLLOWED IN ACCEPTING A GRANT TO SUPPLY
MILK AND CRACKERS TO ELIGIBLE CHILDREN DURING
THE CURRENT SUMMER MONTHS

PRESIDENT WILLIAMS SUBMITTED FOR THE RECORD A SUMMARY OF THE FOLLOWING LETTER OUTLINING THE PROCEDURE FOLLOWED CONCERNING THE ACCEPTANCE OF A \$50,000 GRANT FROM AN ANONYMOUS DONOR TO SUPPLY MILK AND CRACKERS DURING THE CURRENT SUMMER MONTHS TO CHILDREN DECLARED ELIGIBLE FOR FREE LUNCHES, IN ACCORDANCE WITH THE AUTHORITY GRANTED TO THE PRESIDENT OF THE BOARD ON JULY 1, 1961:

"SEPTEMBER 20, 1961

TO THE BOARD OF EDUCATION
OF THE DISTRICT OF COLUMBIA

LADIES AND GENTLEMEN:

AT THE MEETING OF THE BOARD OF EDUCATION HELD JUNE 21, 1961, THE BOARD APPROVED A PLAN SUBMITTED BY THE SUPERINTENDENT TO SUPPLY MILK AND CRACKERS DURING THE CURRENT SUMMER MONTHS TO CHILDREN DECLARED ELIGIBLE FOR FREE LUNCHES, AUTHORIZED THE ACCEPTANCE OF A \$50,000 GRANT FROM AN ANONYMOUS DONOR FOR THIS PROGRAM AND REQUESTED THE BOARD OF COMMISSIONERS OF THE DISTRICT OF COLUMBIA TO APPROVE AND ACCEPT THIS FUND.

" UNDER DATE OF JUNE 29, 1961, MR. FLOYD R. HARRISON, 61 BROADWAY, NEW YORK 6, NEW YORK, REPRESENTING THE DONOR, ADDRESSED A COMMUNICATION TO THE BOARD OF EDUCATION FOR THE ATTENTION OF THE EXECUTIVE SECRETARY ADVISING THAT AT THE DIRECTION OF THE DONOR THE MORGAN GUARANTY TRUST COMPANY OF NEW YORK WAS ON JUNE 29, 1961, INSTRUCTED TO TRANSFER TO THE ACCOUNT OF THE BOARD OF EDUCATION OF THE DISTRICT OF COLUMBIA, 490 SHARES OF THE CAPITAL STOCK OF STANDARD OIL COMPANY OF CALIFORNIA REGISTERED IN THE NAME OF THE TRUST COMPANY'S NOMINEE AND ENDORSED IN BLANK, TOGETHER WITH THE NECESSARY TRANSFER STAMPS. MR. HARRISON ALSO ADVISED THAT THE TRUST COMPANY HAD BEEN REQUESTED TO NOTIFY THE EXECUTIVE SECRETARY OF THE BOARD OF EDUCATION THAT IT IS HOLDING THE SHARES SUBJECT TO INSTRUCTIONS, THESE SHARES TO BE APPLIED AGAINST THE AMOUNT WHICH THE DONOR STATED SHE WOULD CONTRIBUTE TO THE MILK AND CRACKER FUND FOR SOME 6500 CHILDREN IN SUMMER SCHOOLS WHO ARE IN NEED OF NOURISHMENT. (SEE ATTACHED)

"THE BOARD OF EDUCATION AT ITS MEETING HELD JULY 1, 1961, AUTHORIZED THE PRESIDENT OF THE BOARD TO INSTRUCT THE MORGAN GUARANTY TRUST COMPANY OF NEW YORK, 140 BROADWAY, NEW YORK 15, NEW YORK, TO SELL THIS STOCK IMMEDIATELY AND FORWARD THE PROCEEDS TO THE BOARD OF EDUCATION OF THE DISTRICT OF COLUMBIA TO BE DEPOSITED IN THE UNITED STATES TREASURY TO THE CREDIT OF THE DISTRICT OF COLUMBIA TO BE EXPENDED FOR THE PURPOSE FOR WHICH IT WAS AUTHORIZED. (SEE ATTACHED)

"ON JULY 14, 1961, THE BOARD OF COMMISSIONERS ACCEPTED THE \$50,000 GRANT AS REQUESTED BY THE BOARD OF EDUCATION FOR THE PURPOSE OF SUPPLYING MILK AND CRACKERS IN THE PUBLIC SCHOOLS DURING THE CURRENT SUMMER MONTHS, WITH THE UNDERSTANDING THAT THE ACCEPTANCE IN NO WAY COMMITS THE COMMISSIONERS TO AUTHORIZE THE USE OF APPROPRIATED FUNDS FOR THE CONTINUATION OF THIS PROJECT. (SEE ATTACHED)

ON JULY 18, 1961, THE EXECUTIVE SECRETARY FORWARDED TO THE ASSISTANT SUPERINTENDENT REYNOLDS A CHECK WHICH SHE RECEIVED FROM THE MORGAN GUARANTY TRUST COMPANY, DATED JULY 12, 1961, NO. GB23750, PAYABLE TO THE ORDER OF THE BOARD OF EDUCATION OF THE DISTRICT OF COLUMBIA, IN THE AMOUNT OF \$25,821.79, DRAWN ON THE MORGAN GUARANTY TRUST COMPANY OF NEW YORK, REPRESENTING THE PROCEEDS OF THE SALE OF THE 490 SHARES OF STOCK. (SEE ATTACHED)

ON JULY 19, 1961, THE SECRETARY RECEIVED FROM GRACE E. ROBINSON, FINANCE OFFICER OF THE PUBLIC SCHOOLS FOR THE DISTRICT OF COLUMBIA, IN THE ABSENCE OF ASSISTANT SUPERINTENDENT REYNOLDS, A RECEIPT FOR THE CHECK FORWARDED TO MR. REYNOLDS BY THE EXECUTIVE SECRETARY IN THE AMOUNT OF \$25,821.79, AND ADVISING THAT THE CHECK HAD BEEN DEPOSITED WITH THE D.C. TREASURER AS OF JULY 19, 1961. (SEE ATTACHED)

THIS INFORMATION IS BEING SUBMITTED TO THE BOARD AT THIS MEETING FOR THE RECORD AND IS AN ACCOUNT OF THE PROCEDURE FOLLOWING THE AUTHORITY GRANTED TO THE PRESIDENT OF THE BOARD BY THE BOARD ON JULY 1, 1961.

RESPECTFULLY SUBMITTED,
(SIGNED) WESLEY S. WILLIAMS
WESLEY S. WILLIAMS
PRESIDENT, BOARD OF EDUCATION "

SUPERINTENDENT OF SCHOOLS
FRANKLIN ADMINISTRATION BUILDING
THIRTEENTH AND K STREETS NW.
WASHINGTON 5, D. C.

#24

February 13, 1964

To the Committees on Finance and Health and Special
Education Services of the Board of Education:

The Superintendent requests approval of a proposal to submit a request for a grant of \$3,000 to assess the value of Operation Alphabet to The Public Welfare Foundation, Inc., since the schools have no funds to undertake the study.

As a part of a program for literacy in the District of Columbia, Operation Alphabet, a one-hundred-lesson course in basic education, was run on television in Washington in 1963. It was endorsed by the District Commissioners' Advisory Committee on Literacy and was administered by the District of Columbia Public Schools.

An analysis of the results of Operation Alphabet in Washington is needed if this new device is to be considered in planning the city's adult education, re-training, and literacy programs. Washington's experience can also prove helpful to other cities, since little in the nature of evaluation is available from Operation Alphabet's showings in more than one hundred communities.

The study will be completed within six weeks by a consultant-specialist working with a research-assistant with part-time clerical help. Volunteers will participate in interviewing, tabulating and general office tasks. This team will approach home viewers and will also confer with officials in the organizations which have taken part in Operation Alphabet. These include city departments such as Welfare, Corrections, and Health and Vocational Rehabilitation, as well as churches and other community groups. A proposed budget for the study is attached.

The Superintendent recommends that the Board of Education authorize him to submit a request for a grant of \$3,000 to The Public Welfare Foundation, Inc., and further, that if the grant is approved by The Public Welfare Foundation, Inc., the Board of Education request approval of the Board of Commissioners for acceptance of the grant for the purpose indicated.

Respectfully submitted,

Carl F. Hansen
Carl F. Hansen

Superintendent of Schools

Approved and transmitted to the
Board of Education with the
recommendation for approval

Carl F. Hansen
Chairman
Wm. H. Hamilton
Committee on Finance

William H. Hamilton
Chairman
Euphemia L. Haynes
Andrew Johnson
Committee on Health and Special
Education Services

Public Schools of the District of Columbia

PROPOSED BUDGET

TO ASSESS OPERATION ALPHABET

Budget for 5 weeks \$3,000

Salaries: \$2,750

Consultant	\$1,500
Assistant	750
Employer contribution	55
Clerical Service (WAE)	445

Telephone 100

Office supplies, postage, etc. 50

Travel 100

Rent - *

*Adult Education Office

Approved by Board at its meeting held February 19, 1964

SUPERINTENDENT OF SCHOOLS
FRANKLIN ADMINISTRATION BUILDING
THIRTEENTH AND K STREETS NW.
WASHINGTON 5, D. C.

#24

February 19, 1964

To the Board of Education
of the District of Columbia

Ladies and Gentlemen:

On January 24, 1963, the Board of Education approved the submission of an application to the Meyer Foundation for the purpose of developing the phonovisual method in the secondary schools and to extend the method in the elementary schools. As this application was subsequently denied by the Meyer Foundation a similar proposition was made to the Old Dominion Foundation.

The Superintendent is pleased to announce that the Old Dominion Foundation has agreed to finance this project in the amount of \$49,620 and has designated the Primary Day School as the fiscal agent. Under the plan, Mrs. Edna C. Smith, in the Extension Service, will be detailed from the Primary Day School and will direct the project for the Board of Education working directly under the supervision of the head of the English Department and the Superintendent's Office.

The project will run for three years, providing full-time services of a specialist and a secretary, as well as funds for supplies.

The Superintendent recommends that the Board of Education approve the transfer of the proposed project from the Meyer Foundation to the Old Dominion Foundation. The Superintendent further recommends that the Board express its appreciation to the Board of Trustees of the Foundation, and to Mr. Monroe Bush, Vice President, for their cooperation in this project.

Respectfully submitted,

Carl F. Hansen

Carl F. Hansen
Superintendent of Schools

Approved by Board at its meeting held March 18, 1964

SUPERINTENDENT OF SCHOOLS
FRANKLIN ADMINISTRATION BUILDING
THIRTEENTH AND K STREETS NW.
WASHINGTON 5, D. C.

#24

March 18, 1964

To the Board of Education
of the District of Columbia

Ladies and Gentlemen:

The Superintendent is pleased to report to the Board the receipt of a check in the amount of \$85,000 from The Ford Foundation, which represents the final payment of a grant payable over a three-year period for support of the Language Arts Project, a Great Cities Program for School Improvement.

The Superintendent recommends that the Board of Education write a letter to Mr. Henry T. Heald, President of The Ford Foundation, expressing appreciation for this very generous grant and for the Foundation's continued support of our schools.

Respectfully submitted,



Carl F. Hansen
Superintendent of Schools

#24

SUPERINTENDENT OF SCHOOLS
FRANKLIN ADMINISTRATION BUILDING
THIRTEENTH AND K STREETS NW.
WASHINGTON 5, D. C.

May 20, 1964

To the Board of Education
of the District of Columbia

Ladies and Gentlemen:

The Superintendent is pleased to announce to the Board of Education that the Educational Facilities Laboratories, Inc., is making a grant of \$12,000 to the Board of Education of the District of Columbia to partially defray planning costs for the first phase of the planning of the proposed Shaw Junior High School. Funds will be used for the employment of engineering, architectural and educational consultants as well as city planning specialists to study the special problems inherent in designing a school that will make full use of its site, be designed especially for an urban site, and be an architectural asset to the city.

"Payment of the full amount of the grant will be made in a single sum in the immediate future.

"We are pleased to be able to assist you in planning this prototype school which hopefully will influence future schools built in Washington, D. C., and in other large cities. The urban schoolhouse has been much in the news recently. New and better answers to urban schoolhousing will receive substantial study from many cities looking for alternatives to the status quo."

The Superintendent is very pleased to be a part of this pioneering effort in limited space utilization for school construction and recommends that the Board of Education request the Board of Commissioners to approve the acceptance of this grant in the amount of \$12,000.

The Superintendent further recommends that the Board of Education express sincere appreciation to the Educational Facilities Laboratories for this grant and for their help in planning the proposed Shaw Junior High School.

Respectfully submitted,

Carl F. Hansen

Carl F. Hansen
Superintendent of Schools

Approved by Board at its meeting held June 17, 1964

#24

SUPERINTENDENT OF SCHOOLS
FRANKLIN ADMINISTRATION BUILDING
THIRTEENTH AND K STREETS NW.
WASHINGTON 5, D. C.

June 17, 1964

To the Board of Education
of the District of Columbia

Ladies and Gentlemen:

The Superintendent is pleased to report to the Board of Education the receipt of a grant of \$25,000 from the AEM Foundation for the Urban Service Corps. This money is to be used to increase and expand the program of the Corps as needed, which is being developed under the direction of Mr. Benjamin J. Henley.

This grant was made possible through a contribution to the Foundation by Mrs. Agnes E. Meyer. The additional fund will significantly increase the capability of the Urban Service Corps to serve the children, youth, and parents of this community.

The Superintendent recommends that the Board of Education accept this gift from the AEM Foundation and recommend to the Board of Commissioners, D. C., that this money be accepted to be used by the Urban Service Corps.

The Superintendent further recommends that the Board express its appreciation to Mrs. Agnes E. Meyer for her great interest and love for the children in our schools and her personal dedication to the strengthening of public education here and throughout the Nation.

Respectfully submitted,



Carl F. Hansen
Superintendent of Schools

#24

SUPERINTENDENT OF SCHOOLS
FRANKLIN ADMINISTRATION BUILDING
THIRTEENTH AND K STREETS NW.
WASHINGTON 5, D. C.

September 23, 1964

To the Board of Education
of the District of Columbia

Ladies and Gentlemen:

The Superintendent is pleased to announce to the Board of Education the receipt of a grant of \$5,000 from The Ford Foundation for a one-year evaluation of its program to improve the education of pupils in depressed urban areas.

results?

This grant, made in response to a request from Mr. Louis Kornhauser, Director of the Great Cities Project, will enable the Board of Education to design and carry out an evaluation of the effects of the program based on a sampling of children who were participants in the program for various periods of time.

The Superintendent recommends that the Board of Education accept this grant and submit a copy of this report to the Board of Commissioners for its approval and acceptance of the grant.

The Superintendent further recommends that the Board of Education express its appreciation to The Ford Foundation for the grant and for making this evaluation possible.

Respectfully submitted,



Carl F. Hansen

Superintendent of Schools

4 Commissioners 9-24-64
Sent to Board

Approved by Board at its meeting held December 16, 1964

SUPERINTENDENT OF SCHOOLS
FRANKLIN ADMINISTRATION BUILDING
THIRTEENTH AND K STREETS NW.
WASHINGTON 5, D. C.

#24

December 16, 1964

To the Board of Education
of the District of Columbia

Ladies and Gentlemen:

The Superintendent is pleased to report to the Board of Education a gift in the amount of \$75,000 from the Eugene and Agnes E. Meyer Foundation for the work of the Urban Service Corps for the school year 1964-1965. The Foundation has indicated the possibility of a final grant for the school year 1965-1966.

The Superintendent recommends that the Board of Education accept this gift from the Eugene and Agnes E. Meyer Foundation and recommend to the Board of Commissioners, D. C., that this money be accepted to be used by the Urban Service Corps.

The Superintendent also recommends that the Board express its appreciation to the Foundation for this most generous gift.

Respectfully submitted,

Study

Carl F. Hansen

Carl F. Hansen
Superintendent of Schools

Approved by Board at its meeting held December 16, 1964

Finance ✓

SUPERINTENDENT OF SCHOOLS
FRANKLIN ADMINISTRATION BUILDING
THIRTEENTH AND K STREETS NW.
WASHINGTON 5, D. C.

#24

December 10, 1964

To the Committee on Finance
of the Board of Education

The Superintendent wishes to report to the Board of Education that we are expecting to receive grants in the amount of \$1,090,881 from the Office of Economic Opportunity, The President's Juvenile Delinquency Committee, and the Ford Foundation, for use in the Model School Division.

A detailed breakdown showing the funding of the several projects to be undertaken under these grants is attached hereto.

The Superintendent recommends that the Board of Education approve the acceptance of these grants and submit a copy of this report to the Board of Commissioners, D. C., for its approval and acceptance of the grants.

Respectfully submitted,

Carl F. Hansen

Carl F. Hansen
Superintendent of Schools

Approved and transmitted to the
Board of Education with the
recommendation for approval

Joe C. Johnson
Chairman

Ernie B. Johnson

Walter H. Hamilton
Committee on Finance

Attachment

LIST OF PROJECT PROPOSALS AND ESTIMATED COSTS
FOR THE MODEL SCHOOL DIVISION

	<u>Cost</u>
I. The Model School Staff	\$ 159,530
II. Extended School Program	
1. The Longer School Day	76,101
2. Reading and Tutoring Program	4,300
3. University Volunteers	16,826
III. Enrichment	
4. A proposal to Enrich Learning Through Study in Summer 1965	11,344
5. Cultural Enrichment	10,560
IV. The Language Program	
6. Developing Reading Skills in Elementary- First and Second Grade (BPC)	36,892
7. Mobile Reading Clinic	22,756
8. Initial Teaching Alphabet	11,292
9. Science Research Associates	6,170
10. Reading Program (APC)	39,900
11. Words in Color	13,260
12. Vicore	12,560
13. Communications Laboratory	38,338
V. Curriculum	
14. Ungraded Primary Sequence	17,699
VI. Services for Children	
15. Learning Problems and Adjustment Center	65,360
16. College Students Guide - Potential Elementary School Delinquents	6,240
17. Parent Education Program	9,482
VII. Training of Personnel	
18. Training to Teach Target Area Adult Classes	1,130
19. Training Aides in the School System	44,628
VIII. Pre-School Project*	353,688
IX. Curriculum Development and Teacher Training*	132,825
TOTAL COST	<u>\$1,090,881</u>

* Funded by the President's Committee on Juvenile Delinquency.

approved by Board by Poll completed January 6, 1965

BOARD OF EDUCATION OF THE DISTRICT OF COLUMBIA
FRANKLIN ADMINISTRATION BUILDING
THIRTEENTH AND K STREETS, NW.
WASHINGTON, D. C. 20005

#24

WESLEY S. WILLIAMS, PRESIDENT
CARL C. SMUCK, VICE PRESIDENT
WEST A. HAMILTON
EUPHEMIA L. HAYNES
MORDECAI W. JOHNSON
PRESTON A. MCLENDON
GLORIA K. ROBERTS
LOUISE S. STEELE
IRVING B. YOCHELSON
GERTRUDE L. WILLIAMSON
EXECUTIVE SECRETARY
CARL F. HANSEN
SUPERINTENDENT OF SCHOOLS

January 27, 1965

To the Board of Education
of the District of Columbia

Ladies and Gentlemen:

Subject: Acceptance of anonymous gift of 23 shares of International Business Machine Stock and authorization for President of Board to sell same and request Commissioners, D.C. to accept proceeds for deposit for use of Urban Service Corps; Report of Committee on Student Activities in re request of Downtown Jaycees to sponsor contest in D.C. Public Schools; and Miscellaneous Personnel Action Orders not requiring Committee action.

The Executive Secretary reports that by direction of the President of the Board of Education, the Board was polled by the Executive Secretary, which poll was completed on January 6, 1965, and voted to approve the acceptance of an anonymous gift of 23 shares of International Business Machine Stock and authorized the President of the Board to sell this stock and request Commissioners, D.C. to accept proceeds for deposit in Miscellaneous Trust Fund for the use of the Urban Service Corps; Report of Committee on Student Activities in re request of Downtown Jaycees to sponsor contest in D.C. Public Schools; and Miscellaneous Personnel Action Orders not requiring Committee action.

The original papers of this poll are attached hereto.

The members whose signatures appear on the poll voted in the affirmative. They are as follows:

WESLEY S. WILLIAMS
CARL C. SMUCK
WEST A. HAMILTON
EUPHEMIA L. HAYNES

MORDECAI W. JOHNSON
P. A. MCLENDON
LOUISE S. STEELE
IRVING B. YOCHELSON

Attest:

Gertrude L. Williamson

Executive Secretary
Board of Education

BOARD OF EDUCATION OF THE DISTRICT OF COLUMBIA
FRANKLIN ADMINISTRATION BUILDING
THIRTEENTH AND K STREETS, NW.
WASHINGTON, D. C. 20005

WESLEY S. WILLIAMS, PRESIDENT
CARL C. SMUCK, VICE PRESIDENT
WEST A. HAMILTON
EUPHEMIA L. HAYNES
MORDECAI W. JOHNSON
PRESTON A. MCLENDON
GLORIA K. ROBERTS
LOUISE S. STEELE
IRVING B. YOCHELSON
GERTRUDE L. WILLIAMSON
EXECUTIVE SECRETARY
CARL F. HANSEN
SUPERINTENDENT OF SCHOOLS

January 4, 1965

To the Board of Education
of the District of Columbia

POLL OF THE BOARD OF EDUCATION

Ladies and Gentlemen:

Mr. Wesley S. Williams, President, Board of Education, has received a communication from G. L. Ouellette, Trust Representative, American Security & Trust Company, advising that they are holding in the account of the Board of Education of the District of Columbia 23 shares of International Business Machines, certificate no. A298533, representing an unrestricted gift to the Board of Education "to be used in anyway to promote the better quality of public education in our Community."

Mr. Ouellette stated that the gift is from an anonymous donor and was consumated on December 29, 1964, at which time the value of the stock in question was \$9,465.93.

This poll is at the direction of the President of the Board of Education.

The President of the Board of Education is hereby requesting the Board to approve the acceptance of the gift of 23 shares of International Business Machines from the anonymous donor and to authorize the President of the Board to sell these shares immediately at the market.

The President of the Board is also asking authorization of the Board to request the Board of Commissioners, D.C., to accept the proceeds from

January 4, 1965

the sale of the 23 shares of International Business Machines to be deposited in the Miscellaneous Trust Fund of the D. C. Treasury, for use by the Urban Service Corps.

Respectfully submitted,

Gertrude L. Williamson
Executive Secretary
Board of Education

Robert D. Wilson

Carl E. Wilson

John E. Wilson

William E. Wilson

Robert B. Wilson

William E. Wilson

William E. Wilson

William E. Wilson

William E. Wilson

William E. Wilson

#24

SUPERINTENDENT OF SCHOOLS
FRANKLIN ADMINISTRATION BUILDING
THIRTEENTH AND K STREETS NW.
WASHINGTON 5, D. C.

January 27, 1965

To the Board of Education
of the District of Columbia


Ladies and Gentlemen:

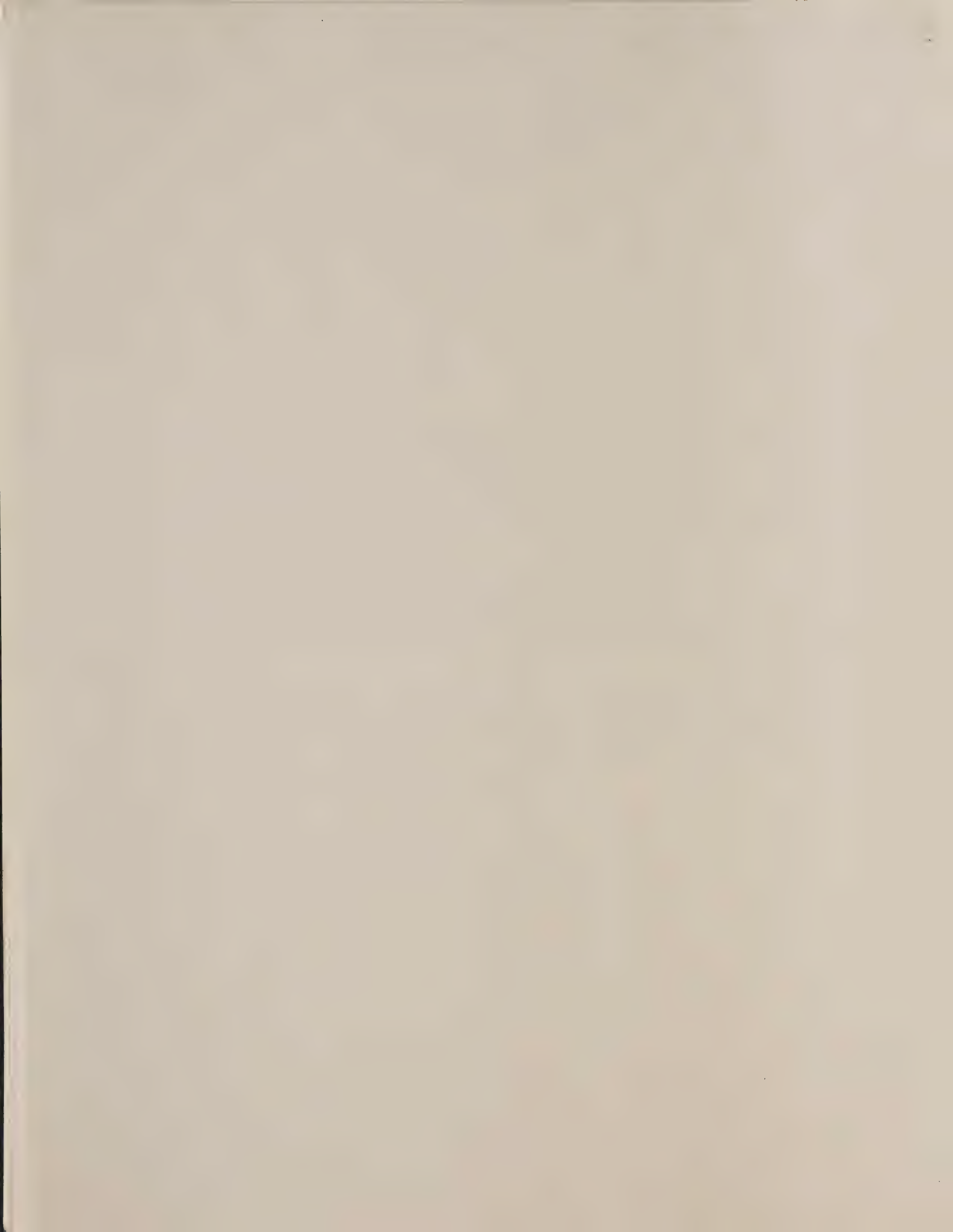
The Superintendent is pleased to report to the Board of Education that a check in the amount of \$17,000 has been received from the Eugene and Agnes E. Meyer Foundation representing the final annual payment on a grant covering a six-year program for the Macfarland Talent Search Project, in which the Foundation has participated with the D. C. Public Schools.

The Superintendent recommends that the Board of Education approve the acceptance of this check in the amount of \$17,000 from the Eugene and Agnes E. Meyer Foundation, and that a copy of this report be forwarded to the Board of Commissioners, D. C., for its approval and acceptance of this final payment.

It is also recommended by the Superintendent that the Board express its appreciation to the Eugene and Agnes E. Meyer Foundation for its generosity and support of this very worthwhile project.

Respectfully submitted,


Carl F. Hansen
Superintendent of Schools



Approved by Board at its meeting held February 17, 1965

SUPERINTENDENT OF SCHOOLS
FRANKLIN ADMINISTRATION BUILDING
THIRTEENTH AND K STREETS NW.
WASHINGTON 5, D. C.

24

February 17, 1965

To the Board of Education
of the District of Columbia

Ladies and Gentlemen:

The Superintendent is pleased to report to the Board the receipt of a check in the amount of \$2500 from the Meyer Elementary School Library Fund which represents the amount to be used to pay for the services of a part-time librarian at the school.

This amount is a gift from Mrs. Agnes E. Meyer to the Meyer Elementary School library. At the present time, the library has the services of a part-time librarian out of public funds. This gift will afford the library the services of a full-time librarian.

The Superintendent recommends that the Board of Education accept this gift from Mrs. Meyer and recommend to the Board of Commissioners that this gift be accepted to be used for the services of a part-time librarian.

The Superintendent further recommends that the Board express appreciation to Mrs. Meyer for this most generous gift, and transmit copies of this report to Mr. D. P. Herman, Budget Officer, D. C.; and Dr. Henry Hubbard, Personnel Officer, D. C.

Respectfully submitted,



Carl F. Hansen

Superintendent of Schools

#24

SUPERINTENDENT OF SCHOOLS
FRANKLIN ADMINISTRATION BUILDING
THIRTEENTH AND K STREETS NW.
WASHINGTON 5, D. C.

April 21, 1965

To the Board of Education
of the District of Columbia

Ladies and Gentlemen:

The Woodward Foundation has set up a fund in the amount of \$1,000 for the purchase of tools for selected vocational high school students in the 1965 graduating class.

The terms of this fund are that the awards be made to graduating seniors from the vocational high schools, on the basis of merit and need. Students would be nominated by their principals and selected by a committee, composed of vocational high school principals with Mr. John David Spangler as the Foundation's representative, who will administer the fund.

The requirements will vary from trade to trade and for this reason no maximum or minimum amount for individual awards will be set by the Foundation; however, the committee will try to help the greatest number of students possible while assuring that each award is adequate to provide the student with the basic tools required by his particular trade.

As this will be the first year for these awards, the committee of principals and Mr. Spangler will submit a report to the trustees for evaluation of its effectiveness.

The Superintendent recommends that the Board of Education approve this program for the purchase of tools by the committee for selected vocational high school students in the 1965 graduating class. The Superintendent also recommends that the Board of Education express its appreciation to the Woodward Foundation for initiating this program.

Respectfully submitted,


Carl F. Hansen

Superintendent of Schools

4 Mr. Spangler & Board, recommend
Pension, Vice Spangler

Approved by Board at its meeting held September 22, 1965

SUPERINTENDENT OF SCHOOLS
FRANKLIN ADMINISTRATION BUILDING
THIRTEENTH AND K STREETS NW.
WASHINGTON, D. C. 20005

B7
#24

September 22, 1965

To the Board of Education
of the District of Columbia

Ladies and Gentlemen:

The Superintendent is pleased to report to the Board of Education a gift in the amount of \$75,000 from the Eugene and Agnes E. Meyer Foundation for the work of the Urban Service Corps for the school year 1965-1966.

The Superintendent recommends that the Board of Education accept this gift from the Eugene and Agnes E. Meyer Foundation and recommend to the Board of Commissioners, D. C., that this money be accepted to be used by the Urban Service Corps.

The Superintendent also recommends that the Board express its appreciation to the Foundation for this most generous gift.

Respectfully submitted,



Carl F. Hansen
Superintendent of Schools

134

SUPERINTENDENT OF SCHOOLS
FRANKLIN ADMINISTRATION BUILDING
THIRTEENTH AND K STREETS NW.
WASHINGTON, D. C. 20005

#24

September 22, 1965

To the Board of Education
of the District of Columbia

Ladies and Gentlemen:

At the June meeting of the Board of Education, Mr. Herman L. Clifford was appointed an administrative intern at Cardozo High School. This internship in the Model School Division is jointly sponsored by the National Association of Secondary School Principals and the District of Columbia Public Schools and carries with it a contribution of \$1500 from the NASSP.

In accordance with the terms of the working agreement involving the NASSP Internship Project and the District of Columbia Public Schools, \$500 is to be used for the intern's local travel and for part-time clerical services and the remainder is to be applied toward Mr. Clifford's salary.

The Superintendent recommends that the Board of Education accept this gift and that a copy of this report be sent to Mr. Ellsworth Tompkins, Executive Secretary, National Association of Secondary School Principals, with a note of appreciation for this generous gift.

The Superintendent further recommends that the Board submit a copy of this report to the Board of Commissioners for their approval and acceptance of this gift.

Respectfully submitted,

Carl F. Hansen

Carl F. Hansen
Superintendent of Schools

not pass secondary Principal

#29

SUPERINTENDENT OF SCHOOLS
FRANKLIN ADMINISTRATION BUILDING
THIRTEENTH AND K STREETS NW.
WASHINGTON, D. C. 20005

December 15, 1965

To the Committee on Finance
of the Board of Education:

A donor who wishes to remain anonymous has offered to provide funds to support a strengthened vocational guidance program in our senior high schools. The proposed program will provide the individual school guidance departments with a great variety of guidance materials such as films, film strips, and special preprocessed files of vocational guidance materials, which will assist students to learn of occupational opportunities most appropriate to their interests and capacities.

The proposed program will cost about \$14,000. The donor proposes to finance \$7,000 of this program provided the school system finances the remainder.

The Superintendent recommends acceptance of this grant and also recommends approval of \$7,000 from Impact Aid funds to finance the school share of the program. This grant and allotment of Impact Aid funds is for this year only. The Superintendent further recommends that a copy of this action be forwarded to the Board of Commissioners, D. C. for approval and that copies of this report be forwarded to Mr. D. P. Herman, Budget Officer, D. C.

Respectfully submitted,

Carl F. Hansen

Carl F. Hansen

Superintendent of Schools

Approved and transmitted to the
Board of Education with the
recommendation for approval:

Carl F. Hansen
Chairman

Robert J. ...
...
...

Committee on Finance

SUPERINTENDENT OF SCHOOLS
FRANKLIN ADMINISTRATION BUILDING
THIRTEENTH AND K STREETS NW.
WASHINGTON 5, D. C.

January 15, 1964



To the Board of Education
of the District of Columbia

Ladies and Gentlemen:

Pursuant to the report for the information of the Board submitted on June 26, 1963, the Superintendent is pleased to report that a check in the amount of \$17,000 has been received from the Eugene and Agnes E. Meyer Foundation representing payment for the school year 1963-64 on the additional two-year grant authorized by the Foundation for the Macfarland Talent Search Project.

The Superintendent recommends that the Board of Education approve the acceptance of this grant in the amount of \$17,000 from the Meyer Foundation, and express its appreciation to the Foundation for its continuation of the project.

The Superintendent also recommends that a copy of this report be submitted to the Board of Commissioners for its approval of the extension of the Macfarland Talent Search Project for the next two years and acceptance of the annual grant from the Meyer Foundation. This will complete a six-year program in which the Foundation has participated with the District of Columbia Public Schools.

Respectfully submitted,

Carl F. Hansen

Carl F. Hansen
Superintendent of Schools

Approved by Board at its meeting held January 15, 1964

SUPERINTENDENT OF SCHOOLS
FRANKLIN ADMINISTRATION BUILDING
THIRTEENTH AND K STREETS NW.
WASHINGTON 5, D. C.

January 15, 1964

To the Board of Education
of the District of Columbia

Ladies and Gentlemen:

This is to report to the Board receipt of a check in the amount of \$2,500 as a first payment toward a \$10,000 total fund to supply books and other supplies for the library at the LaSalle Elementary Laboratory School to bring it to the same level as that of the Truesdell Elementary Laboratory School, which was established by the Junior League.

It has been requested that the library be known as the Higginson Memorial Library. In every other respect the donors desire anonymity.

The Superintendent recommends that the Board of Education approve the establishment of the library at the LaSalle Elementary Laboratory School to be known as the Higginson Memorial Library. The Superintendent further recommends that the Board approve the acceptance of this gift in the amount of \$10,000 and forward a copy of the report to the Board of Commissioners for their concurrence.

The trustees specify that the balance of the total \$10,000 will be made available in three equal quarterly installments during the remainder of the calendar year.

Respectfully submitted,

Carl F. Hansen
Carl F. Hansen
Superintendent of Schools



X Mr. Warner, Attorney

#24

SUPERINTENDENT OF SCHOOLS
FRANKLIN ADMINISTRATION BUILDING
THIRTEENTH AND K STREETS NW.
WASHINGTON 5, D. C.

November 20, 1963



To the Board of Education
of the District of Columbia

Ladies and Gentlemen:

The Superintendent is pleased to report to the Board of Education a gift in the amount of \$75,000.00 from the Eugene and Agnes E. Meyer Foundation to support the Urban Service Corps during the current year. The Foundation has given an indication of possible continued support for the next two years.

In accordance with the recommendation from the Foundation, we will exclude the dropout and work program from the Urban Service Corps activity insofar as this involves the designation of sums of money in support of these programs.

The Superintendent recommends that the Board of Education accept this gift from the Eugene and Agnes E. Meyer Foundation and recommend to the Board of Commissioners, D. C., that this money be accepted to be used by the Urban Service Corps.

The Superintendent also recommends that the Board express its appreciation to the Foundation for this most generous gift.

Respectfully submitted,

Carl F. Hansen
Superintendent of Schools

SUPERINTENDENT OF SCHOOLS
FRANKLIN ADMINISTRATION BUILDING
THIRTEENTH AND K STREETS NW.
WASHINGTON 5, D. C.

#24

October 16, 1963

To the Board of Education
of the District of Columbia



Ladies and Gentlemen:

The Superintendent is pleased to report to the Board that the Roosevelt High School Parent-Teacher Association has received a gift of \$1,500 from an anonymous donor to be administered by the Urban Service Corps for transportation and the purchase of shoes, clothing, and school supplies for indigent children.

In view of the difficulties which many parents face in providing the barest necessities for their children who are enrolled in our public schools, this gift is most welcome because it will enable us to aid them in a critical area.

The Superintendent recommends that the Board of Education express appreciation to the donor of this generous gift through the Urban Service Corps.

Respectfully submitted,

Carl F. Hansen
Carl F. Hansen
Superintendent of Schools

Approved by Board at its meeting held August 22, 1963

S-22
SUPERINTENDENT OF SCHOOLS
FRANKLIN ADMINISTRATION BUILDING
THIRTEENTH AND K STREETS, N.W.
WASHINGTON 5, D. C.

August 22, 1963

To the Board of Education
of the District of Columbia

Ladies and Gentlemen:

// On Monday, August 5, 1963, the administration was notified that \$5,000 had been allotted to the public schools for our participation in the President's Program to Prevent School Dropouts.

As the Superintendent and his staff had already begun a massive attack on the problem of dropouts, it was decided that a "crash program" would be initiated and that our regular counselors who were available would be paid to visit and counsel with as many as they could of the 3,518 dropouts from the school year 1962-63. These counselors will be paid the regular rate of a summer school teacher, and the \$5,000 mentioned above would be used to finance the program.

The "crash program" began on August 7, 1963, with a briefing session held at the Franklin Administration Building with the counselors and many of the principals and assistant principals in attendance. Forty-two counselors and one teacher signed up to participate in the program and work began immediately on the project to be completed before Friday, August 23, 1963. As a result of the magnitude of the task, a request for an additional \$2,000 to complete the program was submitted to the office of the United States Commissioner of Education and this request was granted.

The Superintendent recommends that the Board of Education accept the two grants for this project and forward a copy of this report to the Commissioners requesting their approval of the acceptance of these two grants. The Superintendent also recommends that the Board of Education express its appreciation to Commissioner Francis Keppel and the proper officials in the Department of Health, Education, and Welfare for the cooperation extended in working toward the solution of one of our major national problems in education. //

Respectfully submitted,

Carl F. Hansen
Carl F. Hansen

Superintendent of Schools



x Comm. Keppel
x Commissioners

5-1-1

PLAINTIFF'S
EXHIBIT

PENGAD - Beyonne, N. J.

1. *Asplenium*
 2. *Asplenium*
 3. *Asplenium*
 4. *Asplenium*
 5. *Asplenium*
 6. *Asplenium*
 7. *Asplenium*
 8. *Asplenium*
 9. *Asplenium*
 10. *Asplenium*
 11. *Asplenium*
 12. *Asplenium*
 13. *Asplenium*
 14. *Asplenium*
 15. *Asplenium*
 16. *Asplenium*
 17. *Asplenium*
 18. *Asplenium*
 19. *Asplenium*
 20. *Asplenium*
 21. *Asplenium*
 22. *Asplenium*
 23. *Asplenium*
 24. *Asplenium*
 25. *Asplenium*
 26. *Asplenium*
 27. *Asplenium*
 28. *Asplenium*
 29. *Asplenium*
 30. *Asplenium*
 31. *Asplenium*
 32. *Asplenium*
 33. *Asplenium*
 34. *Asplenium*
 35. *Asplenium*
 36. *Asplenium*
 37. *Asplenium*
 38. *Asplenium*
 39. *Asplenium*
 40. *Asplenium*
 41. *Asplenium*
 42. *Asplenium*
 43. *Asplenium*
 44. *Asplenium*
 45. *Asplenium*
 46. *Asplenium*
 47. *Asplenium*
 48. *Asplenium*
 49. *Asplenium*
 50. *Asplenium*
 51. *Asplenium*
 52. *Asplenium*
 53. *Asplenium*
 54. *Asplenium*
 55. *Asplenium*
 56. *Asplenium*
 57. *Asplenium*
 58. *Asplenium*
 59. *Asplenium*
 60. *Asplenium*
 61. *Asplenium*
 62. *Asplenium*
 63. *Asplenium*
 64. *Asplenium*
 65. *Asplenium*
 66. *Asplenium*
 67. *Asplenium*
 68. *Asplenium*
 69. *Asplenium*
 70. *Asplenium*
 71. *Asplenium*
 72. *Asplenium*
 73. *Asplenium*
 74. *Asplenium*
 75. *Asplenium*
 76. *Asplenium*
 77. *Asplenium*
 78. *Asplenium*
 79. *Asplenium*
 80. *Asplenium*
 81. *Asplenium*
 82. *Asplenium*
 83. *Asplenium*
 84. *Asplenium*
 85. *Asplenium*
 86. *Asplenium*
 87. *Asplenium*
 88. *Asplenium*
 89. *Asplenium*
 90. *Asplenium*
 91. *Asplenium*
 92. *Asplenium*
 93. *Asplenium*
 94. *Asplenium*
 95. *Asplenium*
 96. *Asplenium*
 97. *Asplenium*
 98. *Asplenium*
 99. *Asplenium*
 100. *Asplenium*

27

The Superintendent recommends that the Board of Education accept the gift of the renovation of the Dunbar High School swimming pool and recommend to the Board of Commissioners that the 1964 permanent improvement budget item for the renovation of this pool be deleted, and urge the Board of Commissioners to include in the "B" Budget instead the permanent improvement items listed below:

- | | | |
|----|---|---------------|
| 1. | Provision of Auto Shop - Cardozo High School | \$10,700 |
| 2. | Renovation of Rifle Range - Cardozo High School. | 22,100 |
| 3. | Conversion of a classroom into a Biology Laboratory - Jefferson Junior High School. | 9,650 |
| 4. | Renovation of three General Science Rooms - Randall Junior High School. | <u>25,550</u> |
| | TOTAL | \$68,000 |

The Superintendent further recommends that letters of appreciation be sent to Attorney General Robert F. Kennedy and to the three religious groups in the area which contributed to the renovation of

To the Committees on Finance, and
Buildings, Grounds, and Equipment
of the Board of Education - 2

July 17, 1963

the Dunbar High School swimming pool; namely, the Council of Churches of Greater Washington, the Jewish Community Council of Greater Washington, and the Catholic Inter-racial Council of the Archdiocese of Washington.

Respectfully submitted,

Carl F. Hansen

Carl F. Hansen
Superintendent of Schools

Approved and transmitted to the
Board of Education with the
recommendation for approval

Carl E. Hansen
Chairman

Walter D. Hammetton

Samuel B. Johnson
Committee on Finance

Walter D. Hammetton
Chairman

Gloria K. Roberts

Louise S. Steele
Committee on Buildings, Grounds,
and Equipment

Approved by Board at its meeting held July 1, 1963

SUPERINTENDENT OF SCHOOLS
FRANKLIN ADMINISTRATION BUILDING
THIRTEENTH AND K STREETS, N.W.
WASHINGTON 5, D. C.

#24

July 1, 1963

To the Board of Education
of the District of Columbia

Ladies and Gentlemen:

The Superintendent has received a check in the amount of \$500 made payable to the "Treasurer, D. C." to be used subject to his discretion with the Adult Education Department of the Public Schools in the furtherance of Operation Alphabet.

Operation Alphabet is a program of teaching by television to reduce functional illiteracy. This is under the direction of the Commissioners' Committee on Literacy headed by Mr. Francis A. Gregory, and sponsored by several agencies in the community.

The funds are to be used for the incidental expenses of this program as may be indicated by Mr. Gregory and the Department of Adult Education of the Public Schools.

The Superintendent recommends that the Board of Education accept this check in the amount of \$500, forward it to the Board of Commissioners of the District of Columbia for deposit, and request the Board of Commissioners to approve the use of this fund in the program of Operation Alphabet.

Respectfully submitted,

Carl F. Hansen

Carl F. Hansen
Superintendent of Schools



J-19
Approved by Board at its meeting held June 26, 1963

SUPERINTENDENT OF SCHOOLS
FRANKLIN ADMINISTRATION BUILDING
THIRTEENTH AND K STREETS, N.W.
WASHINGTON 5, D. C.

June 26, 1963



To the Board of Education
of the District of Columbia


Ladies and Gentlemen:

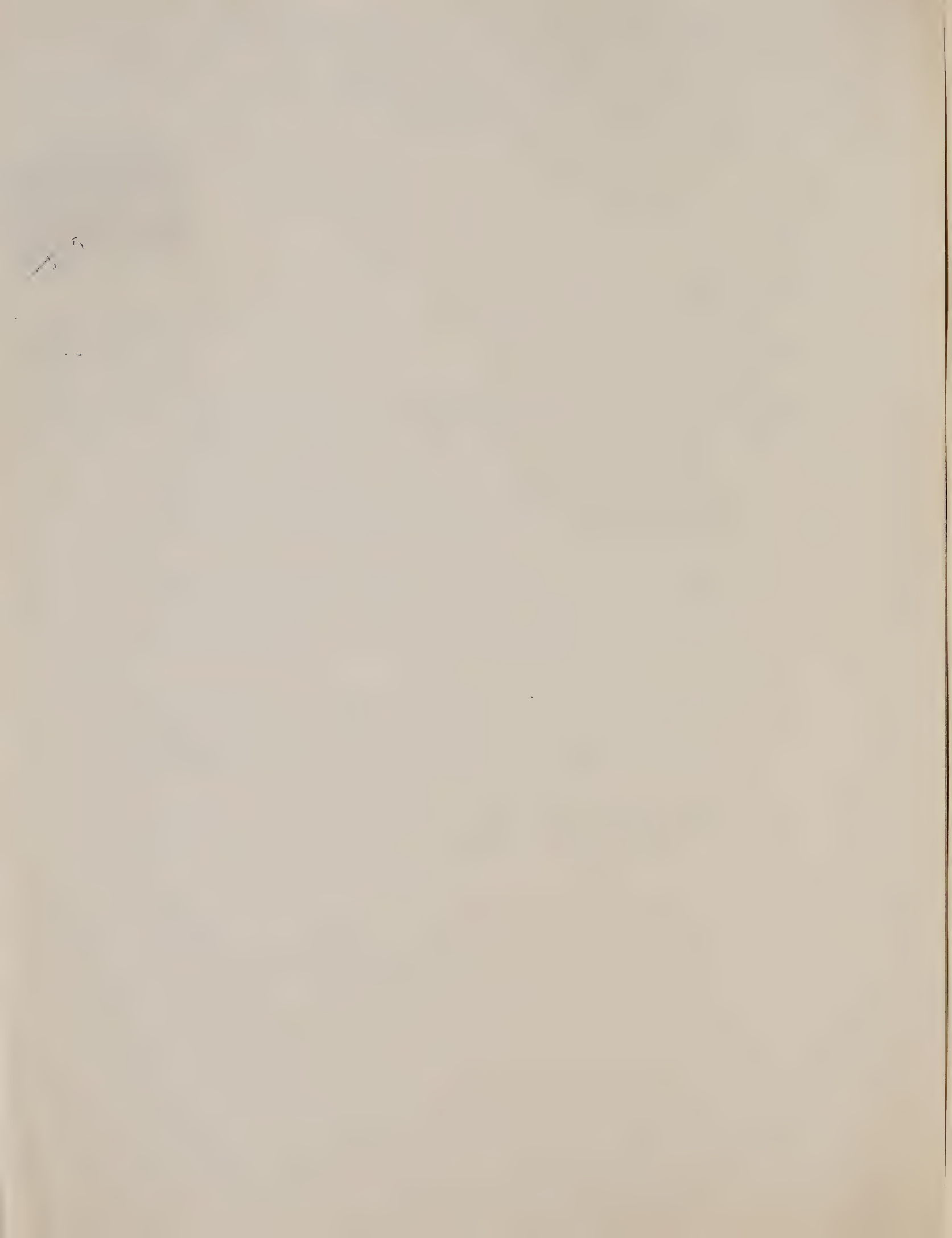
The Superintendent is submitting for the information of the Board a report of three actions taken by the Eugene and Agnes E. Meyer Foundation directly and indirectly related to school activities.

1. Approval of a grant of \$2,300 to the Washington School of Psychiatry to continue the special consultation services of Dr. Nicholas Long with staff and volunteer workers at the LaSalle Elementary Laboratory School.
2. Approval of the extension of the Macfarland Talent Search project for the next two years with an annual grant of \$17,000. This will complete a six-year program in which the Foundation has participated with the District of Columbia Public Schools.
3. Approval of a grant of \$3,525 to underwrite the cost of a demonstration program in the use of television in training elementary mathematics teachers. This project was organized by Mr. Max Rosenfeld, Principal of the Petworth Elementary School, and others associated with him.

The Superintendent is pleased to report this supportive action by the Eugene and Agnes E. Meyer Foundation to the Board of Education.

Respectfully submitted,


Carl F. Hansen
Superintendent of Schools



Approved by Board at its meeting held June 26, 1963

SUPERINTENDENT OF SCHOOLS
FRANKLIN ADMINISTRATION BUILDING
THIRTEENTH AND K STREETS, N.W.
WASHINGTON 5, D. C.

June 26, 1963

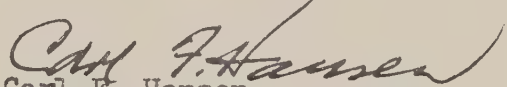
To the Board of Education
of the District of Columbia

Ladies and Gentlemen:

The Superintendent is pleased to report for the information of the Board the receipt of \$35,500 for the second year of the operation of the Language Arts Program by the Ford Foundation in the D. C. Public Schools. This will enable the project to continue well into next year with the hope of support from Congress in supplying additional funds required to complete the year and match the funds supplied by the Ford Foundation.

To date the Board of Education has received \$179,500 from the Ford Foundation and has appropriated funds amounting to \$63,100.

Respectfully submitted,


Carl F. Hansen
Superintendent of Schools



#24

5-17

SUPERINTENDENT OF SCHOOLS
FRANKLIN ADMINISTRATION BUILDING
THIRTEENTH AND K STREETS, N.W.
WASHINGTON 5, D. C.

184
#24

April 17, 1963

To the Board of Education
of the District of Columbia

Ladies and Gentlemen:



On Monday, April 1, 1963, a new cooperative school-work program was initiated involving the Boys' Junior-Senior High School, the One Hundred Club, Inc. of Silver Spring, Maryland, and Auto Upholsterers of 2525 M Street, N. W.

The purposes of this program are to provide for selected boys an actual work experience in a business firm and to encourage them to complete the twelfth grade.

Boys' Junior-Senior High School selected three boys for the program and made the necessary adjustments in their schedules.

The One Hundred Club, Inc. of Silver Spring agreed to reimburse Auto Upholsterers in the amount of \$500.00 for losses it incurs as it diverts a skilled mechanic to the training of two boys for a period of eight weeks.

Auto Upholsterers agreed to train these two boys, plus one additional boy, from 8:30 a.m. to 11:30 a.m. each school day in its shop which is involved in automobile seat covering, muffler installations, and brake repairs.

The boys report to the shop each morning at 8:30 a.m. and then leave for school at 11:30 a.m. where they are assigned to classes by Mr. John C. Hoffman, Principal of Boys' Junior-Senior High School.

It is hoped that out of this experience these boys will acquire enough skills to be employed in this shop or in a similar shop and that their adjustment to the school and the community will be facilitated.

The Urban Service Corps is especially appreciative of the interest and support given to this program.

The Superintendent recommends that the Board express its appreciation to the One Hundred Club and to Auto Upholsterers for their interest and support given to this program.

Respectfully submitted,

Carl F. Hansen
Carl F. Hansen
Superintendent of Schools

SUPERINTENDENT OF SCHOOLS
FRANKLIN ADMINISTRATION BUILDING
THIRTEENTH AND K STREETS, N.W.
WASHINGTON 5, D. C.

February 20, 1963

To the Board of Education
of the District of Columbia

Ladies and Gentlemen:

The Superintendent is very happy to report to the Board a gift in the amount of \$11,000 from the Junior League of Washington to equip a library at the Truesdell Elementary Laboratory School, 8th and Ingraham Streets, N. W. A check in this amount was received by the Honorable Walter N. Tobriner, President of the Board of Commissioners, at the 50th Anniversary Dinner of the Junior League on January 29, 1963.

This library when set up will serve as a demonstration project which it is hoped will speed up the expansion of the library program into other schools as a part of the public school budget.

The Junior League of Washington has been most thoughtful in its deep concern for education in the public school system of the District of Columbia.

The Superintendent recommends that the Board of Education accept this gift and approve the establishment of this library project; that this report be forwarded to the Board of Commissioners for approval; and that the Board express its appreciation to the Junior League through its President, Mrs. George H. Goodrich.

Respectfully submitted,

Carl F. Hansen
Carl F. Hansen
Superintendent of Schools



5-15
Approved by Board at its meeting held February 20, 1963

SUPERINTENDENT OF SCHOOLS
FRANKLIN ADMINISTRATION BUILDING
THIRTEENTH AND K STREETS NW.
WASHINGTON 5, D. C.

B-4
#24

February 20, 1963

To the Board of Education
of the District of Columbia

Ladies and Gentlemen:



The Superintendent wishes to report to the Board that the Urban Service Corps has recently received a gift in the amount of \$200 from The Rockport Fund, Inc., 1001 Connecticut Avenue, N. W., Washington 6, D. C., which is to be used to open school buildings on Saturdays and in the evenings for the purpose of carrying on recreational and other projects under the direction of volunteers.

The Superintendent recommends that the Board express its appreciation to Mr. Charles T. Akre, President of this foundation for this gift for this very worthy purpose.

Respectfully submitted,

Carl F. Hansen

Carl F. Hansen
Superintendent of Schools.

#24

SUPERINTENDENT OF SCHOOLS
FRANKLIN ADMINISTRATION BUILDING
THIRTEENTH AND K STREETS NW.
WASHINGTON 5, D. C.

January 24, 1963



To the Committees on Finance and Personnel
of the Board of Education

Attached is an application proposed to be submitted to the Meyer Foundation for the purpose of developing the Phonovisual Method in the secondary schools stressing the reduction of dropouts and delinquency and to extend the method in the elementary schools. The project is self-explanatory. The Primary Day School will act as the fiscal agent for the project. The personnel to be assigned to the project would work exclusively in the public school system for the purposes outlined in the plan.

A great deal of thought has gone into the making of this application. The Superintendent considers it extremely important to do a crash program in phonics for our secondary school students who may have been bypassed in this program in the elementary schools. This would be a demonstration project primarily to determine whether in a three-year period we can improve the quality of reading, make the school program more meaningful to students likely to drop out of school, and to reduce to some degree the effect of non-reading upon delinquency.

The amount of funds applied for from the Meyer Foundation as you will see from the application total approximately \$80,000 for a three-year period. Preliminary discussions with the Director of the Foundation, Mr. James L. Kunen, indicate his interest in submitting this proposal to the Board of Directors of the Foundation early in February.

The Superintendent strongly recommends that the Board of Education authorize him to submit the application to the Meyer Foundation, and that if the grant is approved by the Meyer Foundation the Board of Education request the Commissioners of the District of Columbia to accept the grant for the purposes indicated.

Respectfully submitted,

Carl F. Hansen

Carl F. Hansen
Superintendent of Schools

Approved and transmitted to the
Board of Education with the
recommendation for approval

Louise S. Steele
Chairman
Waring B. Jackson
West C. Hamilton
Committee on Finance

Louise S. Steele
Chairman
Euphemia L. Haynes
Committee on Personnel

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
Franklin Administration Building
Washington 5, D. C.

AN APPLICATION TO THE EUGENE AND AGNES E. MEYER FOUNDATION
FOR FUNDS TO SUPPORT A PROJECT TO TEST THE VALUE OF
THE PHONOVISUAL METHOD IN SECONDARY EDUCATION WITH
SPECIFIC EMPHASIS ON REDUCTION OF DROPOUTS AND DELINQUENCY

For a number of years the public school system of Washington, D. C. has used phonovisual charts for instruction in certain phases of reading. In the last two years particular emphasis has been placed on the phonovisual system from kindergarten through grade 6 as a part of the Amidon concept. The improvement in reading ability shown as a result of the phonovisual system suggests the importance of providing necessary phonetic training to junior, senior, and vocational high school students who have not had the benefit of such organized instruction. The hypothesis is that if students in higher grades are given intensive work in phonetics their capacity to learn will be significantly increased with a corresponding decrease in dropouts.

The proposed project is described as follows:

1. Joint planning with the Primary Day School:

The application for a grant to support the project is made jointly by the Board of Education and the Primary Day School. The latter will serve as the fiscal agent for the management of the project.

2. All levels:

The project would supply the following services to the schools: At the elementary, junior, senior, and vocational high school levels, training in the use of the phonovisual system for new teachers; classroom demonstration for established teachers;

faculty and lecture-demonstrations for teachers and supervisors in special meetings. Special assistance in the use of the phonovisual system will be given to the laboratory schools and the Teachers College in teacher training. Assistance to representatives of the reading clinic and speech clinic will also be provided.

3. Junior high school level:

Work with small study groups to determine whether or not through the use of the phonovisual system the number of school dropouts would be reduced. The connection between reading disability and school leaving is clear.

4. Selected high school center:

A specific project directly dealing with juvenile delinquency in which a major effort will be placed on improving reading with the phonovisual system. (Possibly in Boys' Junior-Senior High School)

PERSONNEL

The following personnel will be needed, the responsibility of each being defined as indicated:

1. Director of the Phonovisual Program in the public schools of the District of Columbia.

- a. To answer requests of principals for classroom or lecture-demonstrations.
- b. To give supplementary training as needed.
- c. To establish procedures for training new teachers.
- d. To strengthen the corps of representative key teachers from each school.

- e. To assist in planning and executing projects involving adaptation and/or development of the Phonovisual Method for District of Columbia needs.
- f. To plan possible experiments in an effort to prevent juvenile delinquency and school dropouts.

2. Assistant Director

The duties of the assistant director would be the same as outlined above; the assistant director should be a person capable of performing these duties in the absence of the director. The assistant director will make it possible to extend the scope of the program to all schools.

3. Clerk

- a. To record and channel requests of the District of Columbia school officials for phonovisual assistance.
- b. To be responsible for records and files.
- c. To type reports, letters.

COST

It is estimated that the cost of this project will be as follows:

		<u>Alternate</u>
1. Director	Class 7 -- \$10,550	GS-12 -- \$9,475
2. Assistant Director	Class 11-- 8,820	GS-11 -- 8,045
3. Clerk	GS-5 -- 4,565	-- 4,565
4. Material and Supplies for the project (phono- visual materials and other office supplies)	\$ 2,500	\$ 2,500
Total cost for one year	26,435	24,585
Total cost for three years	79,305	73,755

January 24, 1963

Approved by Board at its meeting held January 16, 1963

Health and Special Education Services

SUPERINTENDENT OF SCHOOLS
FRANKLIN ADMINISTRATION BUILDING
THIRTEENTH AND K STREETS, N.W.
WASHINGTON 5, D. C.

January 10, 1963



To the Committee on Health and
Special Education Services
of the Board of Education:

The Superintendent is pleased to report that the Educational Facilities Laboratories, a foundation financed by the Ford Foundation, located in New York City, has granted the sum of \$22,500 for a study of the problem of physical facilities needed for the trainable child to be conducted jointly by the St. John's Development Services for Children, and the Board of Education.

The Board will recall that at its meeting on October 17, 1962, it agreed to support the study and authorized the Superintendent to apply for funds from the Educational Facilities Laboratories to underwrite the study.

The Board will be kept informed of the development of this project.

This report is submitted for the information of the Board.

Respectfully submitted,

Carl F. Hansen
Carl F. Hansen
Superintendent of Schools

For the information of the Committee
and for transmission to the Board
of Education for its information

PAUL D.
Chairman
Euphemia L. Haynes

Committee on Health and Special
Education Services

SUPERINTENDENT OF SCHOOLS
FRANKLIN ADMINISTRATION BUILDING
THIRTEENTH AND K STREETS, N.W.
WASHINGTON 5, D. C.

October 17, 1962

To the Committee on Health and
Special Education Services
of the Board of Education:

A Committee to Study the Education of Trainable Children has been selected. It includes members of the staff, members of the Board of Education, and persons with special interests and backgrounds from outside the school community.

The purposes of the committee are:

To recommend the kind of educational program most useful to the trainable child and the facilities required to support such instruction.

To anticipate the maximum number of eligible pupils to be trained within the next decade.

To study the characteristics, needs, and potentialities of the trainable child.

To outline the curriculum needed at the several stages of growth, including occupational training.

To determine the terminal points and follow-up occupational placement. (Whether a sheltered-workshop program is needed and who should be responsible for it is a question to be considered.)

To define scope of construction, and types and amount of equipment needed.

To estimate total needs in teaching, materials, transportation, and services.

In order to enlist further support for this extremely important project, the Superintendent would like to be authorized to cooperate with representatives of St. John's Development Services for Children in the preparation of an application for funds for assistance in planning from the Educational Facilities Laboratories, a foundation financed by the Ford Foundation, located in New York City.

To the Committee on Health and
Special Education Services
of the Board of Education - 2

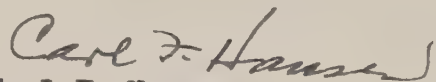
October 17, 1962

It will be remembered that it was this agency which sponsored the tour taken by Mr. John M. Riecks this past summer. Preliminary inquiries indicate an unusual amount of interest on the part of the Educational Facilities Laboratories in this project.


St. John's Development Services for Children is presently conducting a school for severely mentally retarded children. This agency is planning construction of the new facility. The opportunity for joint planning is most unusual and promising.

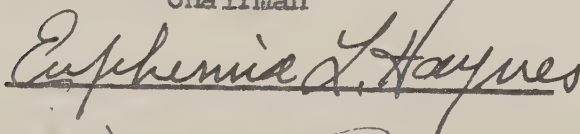
The recommendation is that the Board of Education support the study of the educational needs of the trainable child and that the Superintendent be authorized to apply for funds from the Educational Facilities Laboratories to underwrite such study.


Respectfully submitted,


Carl F. Hansen
Superintendent of Schools

Approved and transmitted to the
Board of Education with the
recommendation for approval


Chairman




Committee on Health and Special
Education Services

5-12

24

EXCERPT FROM MINUTES OF THE SEVENTH (STATED) MEETING OF THE
BOARD OF EDUCATION - DECEMBER 19, 1962



"SUPERINTENDENT ANNOUNCES A GIFT OF \$25,000 RECEIVED FROM
AN ANONYMOUS DONOR TO BE USED IN THE URBAN SERVICE CORPS
PROGRAM; BOARD EXPRESSES APPRECIATION FOR GIFT

The Superintendent announced that a gift of \$25,000 had been received from an anonymous donor to be used in the Urban Service Corps Program. He stated that this is a part of the program which was established a year ago when \$50,000 was received from the Meyer Foundation plus this additional \$25,000 from a private donor which makes \$75,000 available to the Urban Service Corps Program.

President Williams directed that the Board go on record expressing its appreciation to the anonymous donor for this gift."



THE FOLLOWING INFORMATION IS FOR YOUR INFORMATION

DATE OF RECEIPT - 10/10/1964

THE FOLLOWING INFORMATION IS FOR YOUR INFORMATION
DATE OF RECEIPT - 10/10/1964

The following information is for your information
from the Department of the Interior, Bureau of Land Management
in regard to the 100-acre tract in the State of California
which is owned by the State of California and is located
in the County of Santa Clara. The tract is located
in the State of California and is located in the County
of Santa Clara. The tract is located in the State of California
and is located in the County of Santa Clara.

Respectfully,
The Commissioner of the Department of the Interior

Approved by Board at its meeting held November 21, 1962

#24

SUPERINTENDENT OF SCHOOLS
Franklin Administration Building
Thirteenth and K Streets, N. W.
Washington 5, D. C.

5-10

November 21, 1962

To the Board of Education
of the District of Columbia

Ladies and Gentlemen:



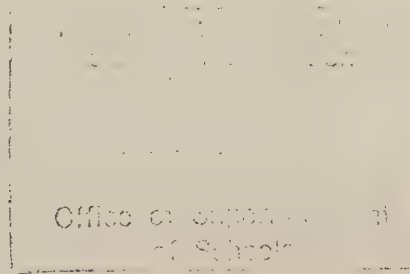
In September 1960 a library demonstration project was made possible by the gift of an anonymous donor at the Amidon and Goding Elementary Schools. This project was continued during the school year 1961-62. It had been hoped that funds would be included in the District of Columbia Appropriation Act to continue this project during the current school year. Such funds, however, were not forthcoming.

This same kind donor has now sent the Superintendent of Schools a check in the amount of \$14,722 for the continuance of this project. This will pay for the salaries of two librarians and for the acquisition of supplies and textbooks. The Superintendent is very grateful for this most generous gift.

The Superintendent recommends that the Board of Education accept this grant and approve the continuation of this library project, and further recommends that the Board of Education request the Board of Commissioners of the District of Columbia to accept this grant for deposit in the "Miscellaneous Trust Fund" and to approve the continuance of this library demonstration project.

Respectfully submitted,

Carl F. Hansen
Superintendent of Schools



Approved by Board at its meeting held December 19, 1962

SUPERINTENDENT OF SCHOOLS
FRANKLIN ADMINISTRATION BUILDING
THIRTEENTH AND K STREETS, N.W.
WASHINGTON 5, D. C.

December 19, 1962

To the Board of Education
of the District of Columbia

Ladies and Gentlemen:

The Superintendent is pleased to report to the Board that the Urban Service Corps has received a gift of \$1,000 from an anonymous donor to be used for transportation, and the purchase of shoes, clothing, and school supplies for indigent children.

In view of the difficulties which many parents face in providing the barest necessities for their children who are enrolled in our public schools this gift is most welcome because it will make possible the furnishing of necessities in a critical area.

This report is submitted for the information of the Board.

Respectfully submitted,

Carl F. Hansen
Carl F. Hansen
Superintendent of Schools



Approved by Board at its meeting held November 21, 1962

SUPERINTENDENT OF SCHOOLS
FRANKLIN ADMINISTRATION BUILDING
THIRTEENTH AND K STREETS, N.W.
WASHINGTON 5, D. C.

November 21, 1962

To the Board of Education
of the District of Columbia

Ladies and Gentlemen:

The Superintendent wishes to report to the Board that the Urban Service Corps has recently received a gift in the amount of \$500 from the Hahn Foundation to be used to open school buildings on Saturdays and in the evenings for the purpose of carrying on recreational and other projects under the direction of volunteers.

The Superintendent recommends that the Board express its appreciation to the Hahn Foundation, 7th and K Streets, N. W., for this gift for this worthy purpose.

Respectfully submitted,

Carl F. Hansen

Carl F. Hansen
Superintendent of Schools



5-8
SUPERINTENDENT OF SCHOOLS
FRANKLIN ADMINISTRATION BUILDING
THIRTEENTH AND K STREETS NW.
WASHINGTON 5, D. C.

#24

January 11, 1962

To the Committee on Health and Special
Education Services of the Board of Education:

For some time plans to set up special instruction programs for young men and women drop outs have been under consideration as a part of the Urban Service Corps project. At this stage in preparation for this program arrangements are being completed to assign up to ten boys to jobs in the schools either in the custodial department or to some other service part of the school building program. Funds for this are authorized in the grant received from the Meyer Foundation for the Urban Service Corps.

It is necessary, however, to plan special instruction and to employ teachers for this purpose. The immediate project is the establishment of a class in building maintenance at Cardozo High School. For this purpose it is impossible to allocate at this time a salary from authorized positions. We are asking, therefore, for authority to accept a private grant to be used for the employment of teachers of building maintenance, household services, and related special classes in preparation for jobs, through the remainder of this year and for the next school term. For this purpose an amount up to \$20,000 would be required.

The Superintendent recommends that the Board of Education authorize him to accept such funds and that the Board of Education request the Commissioners of the District of Columbia to approve the use of such funds for the purpose outlined.

Respectfully submitted,

Carl F. Hansen
Carl F. Hansen
Superintendent of Schools

Approved and transmitted to the
Board of Education with the
recommendation for approval:

Euphemia L. Haynes
Chairman
Euphemia L. Haynes

Committee on Health and Special
Education Services



#24

5-1

SUPERINTENDENT OF SCHOOLS
FRANKLIN ADMINISTRATION BUILDING
THIRTEENTH AND K STREETS NW
WASHINGTON 5, D. C.

December 14, 1961

To the Board of Education
of the District of Columbia

Ladies and Gentlemen:



A copy of a letter addressed to Dr. Irene C. Hypps, Assistant Superintendent of Schools, under date of December 12, 1961, conveys the information that the National Advisory Mental Health Council recommended approval of our application for a four-year Mental Health Project Grant. The amounts are specified as follows:

Amount	Period
\$44,458	January 1, 1962 - December 31, 1962
42,124	January 1, 1963 - December 31, 1963
42,124	January 1, 1964 - December 31, 1964
43,447	January 1, 1965 - December 31, 1965

The total amount of the grant for the four-year period is \$172,153.

This is in response to an application made jointly by the Board of Education and the Washington School of Psychiatry, the latter being the financial and recruitment agency. The Bureau of Mental Health of the Department of Public Health is serving as the continuing consultant.

The objective of the grant is to improve interpersonal relationships as they affect pupil and personnel adjustments in the school system. The funds will be used to provide consultants for workshop programs for school staff members, including all staff officers.

The Board of Education approved this application on March 15, 1961.

In presenting this report to the Board, the Superintendent did so with high commendation to Dr. Hypps for her participation in this project, the planning that has gone into it, and for the wisdom to see the need for training in the area of interpersonal relationships.

It would be proper for the Board of Education to instruct the Executive Secretary to write a letter of appreciation to Dr. Edward A. Flynn, Chief, Mental Health Project Grants Section, Community Services Branch, National Institute of Mental Health.

This report is submitted for the information of the board.

Respectfully submitted,

Carl F. Hanft
Superintendent of Schools

SUPERINTENDENT OF SCHOOLS
FRANKLIN ADMINISTRATION BUILDING
THIRTEENTH AND K STREETS, N.W.
WASHINGTON 5, D. C.

November 6, 1961

To the Board of Education
of the District of Columbia

Ladies and Gentlemen:

POLL OF THE BOARD OF EDUCATION

In connection with the Great Cities-Gray Areas Project it is necessary that the Board of Commissioners issue an authorizing order to make it possible for the Superintendent of Schools or the Board of Education to accept money for the continuation of the project.

The Superintendent, therefore, recommends that the Board of Education request the Commissioners of the District of Columbia to authorize the Superintendent of Schools or the Board of Education to accept grants from the Ford Foundation for the years 1961-62, 1962-63, and 1963-64.

Respectfully submitted,

Carl F. Hansen
Carl F. Hansen
Superintendent of Schools

James S. Coleman
Dore C. Miller
Walter H. McQuittan
Euphemia L. Haynes
Isaiah B. Johnson

Lawrence F. Link
THOMAS G. Do
Gloria K. Roberts
James S. Link

Completed November 7, 1961

BOARD OF EDUCATION OF THE DISTRICT OF COLUMBIA
FRANKLIN ADMINISTRATION BUILDING
THIRTEENTH AND K STREETS, NW.
WASHINGTON 5, D. C.

WESLEY S. WILLIAMS, PRESIDENT
CARL C. SMUCK, VICE PRESIDENT
WEST A. HAMILTON
EUPHEMIA L. HAYNES
ROWLAND F. KIRKS
PRESTON A. MCLENDON
GLORIA K. ROBERTS
LOUISE S. STEELE
IRVING B. YOCHELSON
ELISE Z. WATKINS, EXECUTIVE SECRETARY
CARL F. HANSEN
SUPERINTENDENT OF SCHOOLS

November 15, 1961

To the Board of Education
of the District of Columbia

Ladies and Gentlemen:

Subject: Board of Education Requests
Authorization From Commissioners,
D. C. for Superintendent of
Schools or Board of Education
To Accept Grants From Ford
Foundation For The Years 1961-62,
1962-63, and 1963-64.

The Acting Executive Secretary reports that by direction of the President of the Board of Education, the Board was polled by the Acting Executive Secretary, which poll was completed on November 7, 1961, and voted to approve the Superintendent's recommendation that the Board of Education request the Commissioners, D. C. to authorize the Superintendent of Schools or the Board of Education to accept grants from the Ford Foundation for the years 1961-62, 1962-63, and 1963-64.

The original papers of this poll are attached hereto.

The members whose signatures appear on the poll voted in the affirmative. They are as follows:

WESLEY S. WILLIAMS	ROWLAND F. KIRKS
CARL C. SMUCK	P. A. MCLENDON
WEST A. HAMILTON	GLORIA K. ROBERTS
EUPHEMIA L. HAYNES	LOUISE S. STEELE
IRVING B. YOCHELSON	

Attest: _____
Acting Executive Secretary
Board of Education

Received by Board October 18, 1961

A 2

SUPERINTENDENT OF SCHOOLS
FRANKLIN ADMINISTRATION BUILDING
THIRTEENTH AND K STREETS, N.W.
WASHINGTON 5, D. C.

October 18, 1961

To the Board of Education
of the District of Columbia

Ladies and Gentlemen:

The Superintendent is submitting herewith the "Report on Washington, D. C. Great Cities-Gray Areas Project, January 18, 1961-September 2, 1961." This report was prepared by Mr. Benjamin J. Henley, Director, Great Cities Project, Ford Foundation.

As stated in the report the major purpose of the project is the development of oral and written language facility and comprehension on the part of culturally different children enrolled in kindergarten, junior primary, and first grades in seven selected school units in central Washington, D. C.

As previously reported to the Board this project is to be expanded.

This report is submitted for the information of the Board.

Respectfully submitted,



Carl F. Hansen
Superintendent of Schools

Attachment

Report on Washington, D. C. Great Cities-Gray Areas Project
January 18, 1961-September 2, 1961

Title:

The Washington, D. C. Great Cities-Gray Areas Program is titled, Improving Education for Culturally Different Children Through an Intensive Language Arts Program Using Special Teachers Skilled in the Language Arts.

Major Purpose:

The major purpose of our project is the development of oral and written language facility and comprehension on the part of culturally different children enrolled in kindergarten, junior primary, and first grades in seven selected school units in central Washington, D. C.

Major Goals:

In attempting to put this program into operation we agreed upon the following as the major goals toward which we should strive:

1. The creation of an environment which will foster the development of desirable language skills
2. The development of a language arts program designed to meet the needs of the pupils involved
3. Increased efficiency on the part of all teaching personnel participating in the project
4. Increased interest and support on the part of the parents of the pupils involved in the project
5. The development of effective techniques and new curriculum materials

Procedures:

In keeping with the provisions of our project, we selected seven special teachers, skilled in the teaching of the language arts, and assigned one to each of the seven project schools. As the program developed these seven special teachers were found to be most effective in performing the following duties:

1. Planning with the principals and classroom teachers the specific language arts skills to be emphasized

2. Demonstrating for classroom teachers
3. Doing remedial work with small groups of children on a regularly scheduled basis
4. Collecting teaching materials and professional literature
5. Acting as consultants for classroom teachers
6. Coordinating the work of specialists in the fields of music, health and physical education, art, and science
7. Helping with the planning of excursions for classrooms
8. Serving as resource persons for parental involvement leading toward the extension of the language improvement program into the home
9. Collecting records and information based on project activities, leading to the development of curriculum materials

Workshops for Teachers:

In order that teachers might acquire a knowledge of the program and more effective teaching techniques, the following workshops were held:

1. An orientation meeting for all faculty members of the seven participating schools on January 13, 1961
2. Two Saturday workshops -9:00 a.m. to 12:00- for all regular classroom teachers and special language arts teachers to learn the phono-visual method of teaching phonics. These workshops were under the direction of Mrs Edna Crilley, Director, Phono-Visual Method
3. A workshop on the effective use of audio-visual aids for special language arts teachers under the direction of the Supervising Director, Visual and Auditory Aids, March 10, 1961
4. A workshop on the establishment of effective classroom libraries and lists of books to meet the emotional needs of pupils for special language arts teachers, primary supervisor, and director under leadership of Miss Barbara Nolen, March 3, 1961

Participants:

Participating in the project were 658 kindergarten pupils, 311 junior primary pupils (between kindergarten and first grade), 974 first grade pupils, 51 classroom teachers, one supervisor, and seven principals.

During the weeks of May 8 and May 15, 1961, when the project had been in operation approximately four months, the Metropolitan Readiness Tests, Form R were administered to all kindergarten and junior primary pupils with the following results.

Metropolitan Readiness Test Scores, May, 1961
Kindergarten Classes

<u>School</u>	<u>Word Meaning</u>	<u>Sentences</u>	<u>Information</u>	<u>Matching</u>	<u>Total</u>
Cleveland	15.24	9.90	10.66	6.90	52.00
Cook	11.96	8.48	9.06	9.86	51.16
Langston	12.88	9.85	9.32	9.93	51.11
Scott Montgomery	11.04	7.57	8.62	8.58	44.86
Seaton	12.19	7.39	9.33	12.24	55.21
Simmons	12.78	8.34	8.93	9.88	51.48
Walker Jones	12.77	8.38	10.20	10.17	54.97

Junior Primary Classes

Cleveland	13.12	9.03	10.67	10.67	59.48
Cook	14.70	10.81	11.0	13.57	68.28
Langston	14.25	10.18	11.03	12.23	67.03
Scott Montgomery	14.51	8.88	11.11	11.18	62.55
Seaton	14.59	10.03	11.34	12.09	66.34
Simmons	14.13	8.93	10.79	13.48	68.41
Walker Jones	16.04	10.95	11.77	13.59	72.77

During the week of June 12, 1961, the Gates Primary Reading Test was administered to all first grade pupils in the seven schools with these results:

Gates Primary Reading Test, Form I
First Grades

[illegible]

These test results will form a basis for comparative studies as the project continues through the next three years.

In our efforts to acquaint parents with the program and to involve them in it, we have held several types of parent meetings:

1. Demonstrations of procedures used in classroom teaching by special teachers
2. Book Fairs to exhibit books which may be purchased at a very reasonable cost
3. Fathers' Clubs to plan activities for boys after school and on Saturdays
4. Educational meetings to teach the art of story telling and to point out centers of cultural interest in the school neighborhood

Additionally, parents have helped supervise pupils on field trips, prepared breakfasts for pupils at school, taken guided tours of the city to preview centers to which their children might be taken during summer months, and visited the Nature Center a week in advance of the trip planned by the school for their children.

Participation in the program ranged from 50 at the Book Fair at the Cook School to a total of 406 involved in various parent projects at the Walker Jones School. Similarly, as the program developed, parents showed an increasing interest in purchasing children's literature books for the home. The number of such books purchased ranged from 20 at the Seaton School to 400 at the Walker Jones School.

The schools nearest the Central Branch of the Public Library were the most successful in stimulating pupils to secure library cards as follows: Cleveland, 17; Seaton, 45; Simmons, 57; and Walker Jones, 40.

Experimental Summer Program:

As a result of the Metropolitan Readiness Tests administered to kindergarten pupils in May, 1961, we decided to extend the school year for certain pupils who had completed the kindergarten program but who were considered poor risks for success in the first grade. In inaugurating this program we hoped to find answers to these questions:

1. Will the parents of five and six year old pupils take advantage of the program?

2. Will the pupils be regular in attendance?

3. Will the proposed six week experience make a significant difference in "readiness" as measured by the Metropolitan tests?

We planned that eight groups of pupils (15 pupils per group) would be organized and taught two hours per day for six weeks from July 26, 1961 through August 4, 1961. Each project school would furnish one group of pupils with the exception of Walker Jones, the largest, which would furnish two groups.

The following table indicates the enrollment and attendance at the several centers.

<u>School</u>	<u>Enrolled</u>	<u>Dropped</u>	<u>Enrolled August 4</u>	<u>%Attendance</u>
Cleveland	16	3	13	88
Cook	13	1	12	91
Langston	13	1	12	90
Scott Montgomery	18	4	14	90
Seaton	12	-	12	85
Simmons	15	-	15	82
Walker Jones	26	4	22	83

This table indicates readiness test scores as of May and August, 1961.

Readiness Test Scores

<u>School</u>	<u>Range</u>	<u>May</u>	<u>Range</u>	<u>August</u>	<u>Difference</u>
		<u>Average</u>		<u>Average</u>	
*Cleveland	45-77	62.5	53-86	75.5	=+ 13.0
Cook	18-58	36.9	29-58	47.7	+ 10.8
Langston	24-50	37.9	22-62	46.1	+ 8.2
Scott Montgomery	11-32	24.9	39-65	50.4	+ 25.5
Seaton	44-65	52.1	50-73	62.3	+ 10.2
Simmons	19-47	34.1	31-74	43.1	+ 9.0
Walker Jones	27-59	48.0	42-74	59.7	+ 11.7

*Junior Primary Class

The results of this experimental program showed that parents were willing to take advantage of the educational program offered, that attendance was not as regular as was desired, but that significant gains were made in achievement.

Of the 100 children enrolled in the summer classes on August 4, 1961, 47 were recommended for first grade placement and 35 were recommended

for additional experience in junior primary classes. The remaining 18 pupils who, because of absence were not tested in August, were recommended for retesting in September.

Cost:

The cost of the Language Arts Program through September 2, 1961 was well within the budget allotted under the grant.

Financial Report
January 18, 1961 through September 2, 1961

<u>Item</u>	<u>Allotted</u>	<u>Spent</u>	<u>Balance</u>
Project Director	6,600.00	5,120.42	1,479.58
Seven Special Teachers	32,961.60	19,696.20	
Four Teachers for Summer Centers		2,176.80	11,088.60
Teaching materials, field trips, etc.	7,058.40	3,555.85	3,502.55
Transportation for field trips.....	1,740.46		
Testing materials.....	368.87		
Teaching "	1,131.64		
Summer school supplies.....	314.88		
Secretary	2,580.00	2,136.84	443.16
Office Use	400.00	330.18	69.82
Contingency	400.00	137.04	262.96
Workshops for teachers	100.00		
Trip to Philadelphia	37.04		
Total	\$50,000.00	\$33,153.33	\$16,846.67

Prepared by:

Benjamin J. Henley
Director, Great Cities Project
September 25, 1961

*Approved by Board
March 15, 1961*

Health & Special Ed.

SUPERINTENDENT OF SCHOOLS
Franklin Administration Building
Thirteenth and K Streets, N.W.
Washington 5, D. C.

March 9, 1961

To the Committee on Health and Special Education
Services of the Board of Education:

Authorization is requested to make joint application to the National Institute of Mental Health for a grant to continue our in-service training program in interpersonal relations through the use of consultative skills. The application will specify the D. C. Public Schools as agent in charge of program and personnel, the D. C. Public Health Department, Bureau of Mental Health, as the consultative agency, and the Washington School of Psychiatry as the financial and recruitment agency. The in-service training program will be coordinated by our Department of Pupil Appraisal. The amount to be requested will be approximately \$200,000 for a three-year in-service training period.

A trial in-service training program in interpersonal relations through the use of consultative skills has been conducted this school year on a cooperative volunteer basis by the three agencies named above. This has consisted of two lectures for all school officers in relation to administration and supervision, a workshop for a small group of 28 principals, and consultative service to these principals in utilizing consultative techniques in their school interpersonal relations. A revised design of this trial program with the adjustments that have been found practical will be the basis for an expanded program for all school personnel if the grant is received.

The Superintendent recommends that the Board of Education authorize him to apply to the National Institute of Mental Health for a grant to continue our in-service training program in interpersonal relations through the use of consultative skills, in cooperation with the D. C. Health Department, Bureau of Mental Health, and the Washington School of Psychiatry.

Respectfully submitted,

Carl F. Hansen
Superintendent of Schools

Approved and transmitted to the
Board of Education with the
recommendation for approval

Chairman

Committee on Health and Special
Education Services

1. The first part of the report deals with the general situation of the country and the progress of the work.

2. The second part of the report deals with the results of the work and the progress of the work.

3. The third part of the report deals with the results of the work and the progress of the work.

4. The fourth part of the report deals with the results of the work and the progress of the work.

5. The fifth part of the report deals with the results of the work and the progress of the work.

6. The sixth part of the report deals with the results of the work and the progress of the work.

7. The seventh part of the report deals with the results of the work and the progress of the work.

8. The eighth part of the report deals with the results of the work and the progress of the work.

9. The ninth part of the report deals with the results of the work and the progress of the work.

10. The tenth part of the report deals with the results of the work and the progress of the work.

APPLICATION TO NATIONAL INSTITUTE OF MENTAL HEALTH
FOR AN IN-SERVICE TRAINING GRANT

If we are to continue further training of school personnel in developing consultative skills, as one means of improving interpersonal relations that affect pupil adjustment and the economical use of related pupil services we need extra financial and professional resources.

Such resources may be made available by application to the National Institute of Mental Health for a grant. We wish grantee responsibility only for program selection and use of personnel. Financial and recruitment responsibility would be specified as that of the Washington School of Psychiatry, and advisory responsibility as a co-operating agency, would be described as that of the Bureau of Mental Health, D. C. Department of Public Health.

The grant request would be for approximately \$200,000 over a period of 3 years. Professional salaries and other categories of expense would be set at rates higher than those allowed in our own salary schedule. The reason is that the type of part-time staff to be recruited for the in-service training activities are top specialists in the field of school mental health for the improvement of learning and adjustment of pupil behavior.

This in-service training program would be open to all school personnel on various levels by stages.

- 1) All principals and central-wide supervisors
- 2) All Assistant principals and counselors
- 3) Teacher's in representative groups

From 60 to 80 persons could be trained each year. The amount of time for each in-service training group of from 30 to 40 personnel is:

9 hours in workshop sessions

(Workshop for one group to be given during the summer.

Workshop for a second group to be given on Saturdays in Feb. and Jan.)

15 hours in field guidance to same personnel on the job.

6 hours of individual and group evaluation (written and oral) as a basis for further independent practice of consultative skills.

(2 Saturday mornings in January for 1st group.

(2 Saturday mornings in June for 2nd group.

Total hours: 30

NOTE: No time will be taken from the work hours of school personnel for the workshop and evaluation sessions. Field guidance will be assistance in using consultation on their regular jobs. In this way the specialist's time is added to the school, rather than school personnel time being taken from school duties.

The Department of Pupil Appraisal, Study, and Attendance will organize and coordinate this in-service training program and keep the necessary records through use of additional staff provided by the grant. Both the Bureau of Mental Health, D.C. Dept. of Public Health and the Washington School of Psychiatry have official approval to sign this grant application in their roles as described. May we have your approval?

Irene C. Hypps
Irene C. Hypps

Assistant Superintendent

J-5

(These received very late)

#24

SUPERINTENDENT OF SCHOOLS
Franklin Administration Building
Thirteenth and K Streets, N.W.
Washington 5, D. C.



Private Anonymous
donation of \$50,000 for
earned milk program

To the Board of Education
of the District of Columbia

June 21, 1961

This report approved by
Board of Education
Meeting of

JUN 21 1961

Office of Superintendent
of Schools

Ladies and Gentlemen:

During the summer months children who are receiving free lunches do not continue to have the benefit of this daily supplemental meal. In order to provide a minimum amount of nourishment a donor, who wishes to remain anonymous, is making a grant approximating \$50,000 to be used during the current summer to supply milk and crackers to some 6,500 children declared eligible for free lunches.

The program will take place in most of the 77 schools which served lunches to needy children during the current school term.

The operation of the program will be undertaken by volunteer service including that of principals and teachers who will give time to supervise the program on a scheduled basis during the summer.

When Miss Lyons presented the proposal to the Executive Board of the Elementary Principals Association, the response of this association demonstrated very gratifying concern for the needs of children and the willingness of the members to assume responsibility for the project on a volunteer basis.

In presenting the response of the elementary school principals to the Board of Education the Superintendent wishes to congratulate and commend the principals and teachers in the 77 schools who are participating in this project.

Children are expected to earn the milk and crackers by spending one hour in a learning situation during the morning. During the time they are in attendance to receive the milk and crackers they will be given informal educational experiences including reading, the viewing of films, possibly dramatics and handicrafts. Because the program is designed as an earned milk program, children who cannot participate on this basis, that is, who may be disruptive and unwilling to abide by the usual rules of decorum during the instructional period, will be declared ineligible to receive the milk and crackers.

non-cooperative
children ineligible for milk

To the Board of Education
of the District of Columbia - 2

June 21, 1961

All who participate on a voluntary basis will be considered members of the Urban Service Corps and will receive a record of service which may be useful to them as a part of their personnel records, particularly in the case of the school staff. Volunteers from the immediate school community and the community at large will be invited to participate in the supervision of the children during the morning milk hour.

The Director of the Urban Service Corps will be asked to assist Miss Lyons' office in the carrying out of the program.

Mr. Milo F. Christiansen, Superintendent of Recreation, and Mr. Gerard M. Shea, Director, Department of Public Welfare, are participating through their organizations in the earned milk program. The resources of the schools, the Welfare Department and the Recreation Department will be coordinated as well as those of the volunteer group in the area in order to bring this important service to children.

The Superintendent recommends that the plan be approved by the Board of Education, that the \$50,000 grant made by an anonymous donor be accepted, and that the Board of Commissioners be requested to approve and accept the fund.

Respectfully submitted,

Carl F. Hansen
Superintendent of Schools

Attachment

ELEMENTARY PRINCIPALS ASSOCIATION

WASHINGTON, D. C.

June 15, 1961

Dr. Carl F. Hansen
Superintendent of Schools
Washington, D. C.


My dear Dr. Hansen:

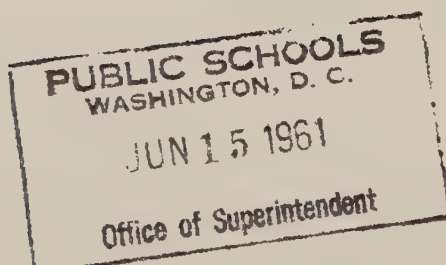
The Executive Board of the Elementary Principals Association wishes to convey, through you, its gratitude to the donor who has provided funds for the serving of milk and crackers to certain of our elementary school children during the forthcoming vacation period. It is our understanding that children who are now receiving lunches under the Needy Lunch Program and those who are on the waiting list will be the beneficiaries of this generous gift. They will receive a mid-morning lunch of milk and crackers under the supervision and responsibility of the schools.

The principals of our city are aware of educational concerns of this program and of its involvement with the total school situation. As the program develops over the summer, there will be many opportunities for cooperative evaluation and the Elementary Principals Association will be happy to participate in that appraisal.

Yours very sincerely,

THE ELEMENTARY PRINCIPALS
ASSOCIATION


Carolyn H. Troupe, President



9th, Dec

...

.....

• • • • •

100

1

● ● ● ● ●

● ● ● ● ●

...

.....

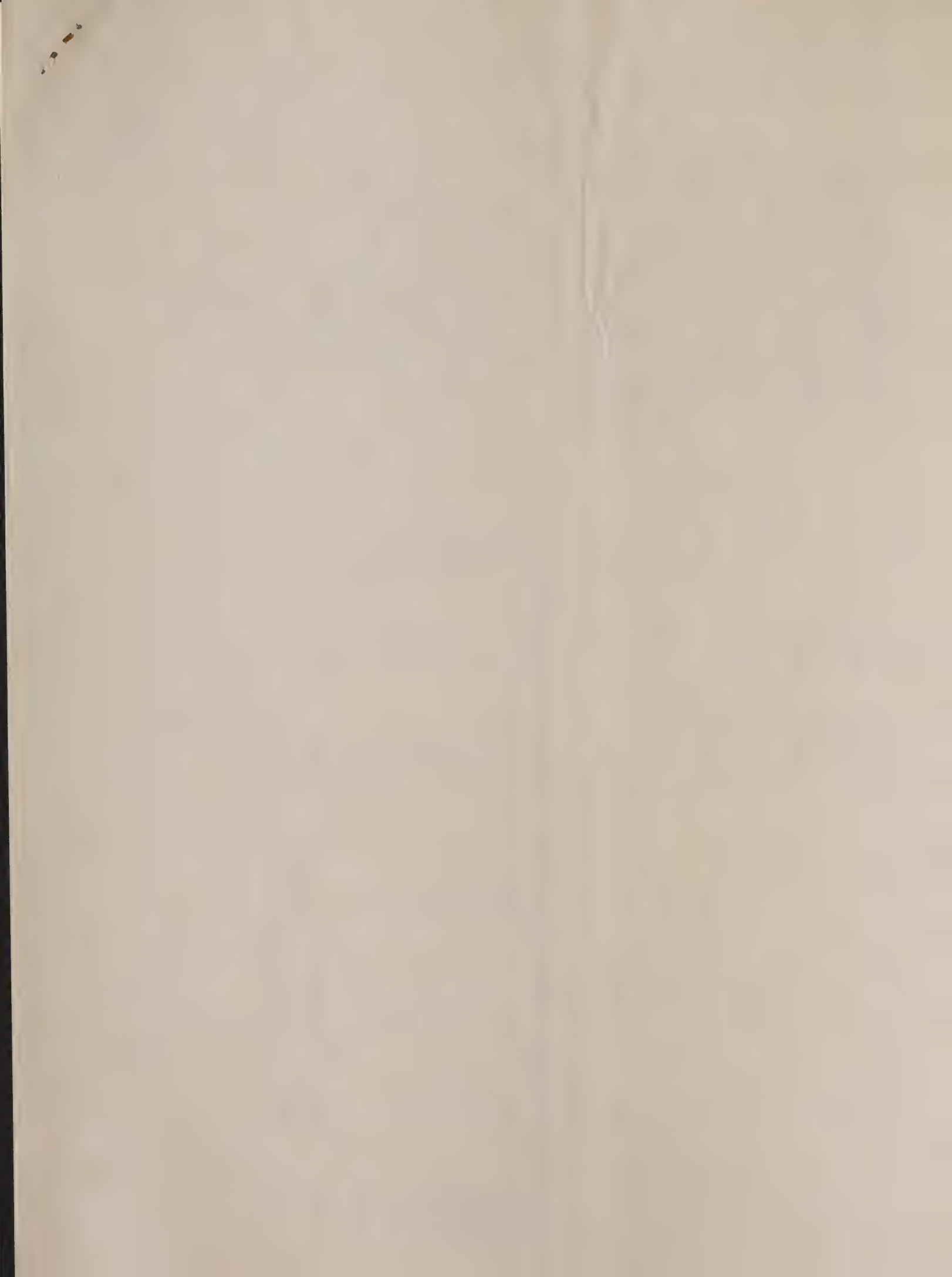
• • • • •

• • • • •

.....

• • • • •

• • • • •



Project No.	Description by Funds - Department - Project	Total	Site	Plans	Construction	Amount	Field Inventory
10-110	Public Schools - continued New Junior High School, 6th Street and Brentwood Parkway, N. E. Group 4 - Capacity 1,498	3,500,000	.....	.....	.....	.....	.....
10-118	Truesdell Elementary School, Ingraham between 8th and 9th Streets, N. W. - Area 1 - Capacity 496 net	41,000	.....	.....	.....	41,000	.....
10-121	New Elementary School, 7th and Webster Streets, N. W. Area 2 - Capacity 336	1,070,500	.....	.....	.....	.....	.....
10-124	New Elementary School, Texas Avenue and Burns Street, S. E. Area 3 - Capacity 836	1,067,400	376,500	90,300	.....	.....	.....
10-127	Nichols Avenue Elementary School Replacement, 2nd 27 Nichols Avenue, S. E. Area 9 - Capacity 1,076, net increase 596	1,250,000	.....	.....	.....	.....	.....
10-142	New Senior High School, 55th and Gade Streets, N. E. Group 4 - Capacity 1,800	419,800	.....	419,500	.....	.....	.....
10-149	Watkins Elementary School Addition and Alterations, 12th and E Streets, S. E. Area 5 - Capacity net increase 133	352,000	.....	32,000	.....	.....	.....
10-150	Blow-Pierce Elementary Schools Replacement, Vicinity of 20th and Gales Streets, N. E. Area 6 - Capacity 1,076, net increase 596 Whetley Elementary School Addition, Montello Avenue and Neal Street, N. E. Area 6 - Capacity net increase 406	1,322,000	1,224,800	47,200	.....	.....	.....
10-152	Baird-Ludlow-Taylor Elementary Schools Replacement, 6th and G Streets, N. E. Area 7 - Capacity 1,076, net increase 316	1,278,500	1,178,800	99,700	.....	.....	.....
10-155	Emery-Eckington Elementary Schools Replacement, Lincoln Road and S Street, N. E. - Area 13 - Capacity 1,076 net increase 316	94,300	.....	94,300	.....	.....	.....
10-156	Tyler Elementary School Addition, 10th and G Streets, S. E. - Area 20 Capacity 420 net	660,300	.....	10,000	590,300	59,500	.....
10-162	Thomas Elementary School Addition, Anacostia Avenue and Grant Street, N. E. Area 8 - Capacity net increase 396	60,400	.....	60,400	.....	.....	.....
10-166	New School for the Severely Mentally Retarded, Port Forten Drive and Hamilton Street, N. E. - Capacity 200	148,000	148,000	.....	.....	.....	.....

Project	Description by Department - Project	Total	Site	Plans	Construction	Equipment	Pre-Existing Inventory	Other
1	Charges for Fire Safety	110,000	.....	10,000	100,000	.....	.....	.....
2	Materials at Various	110,000	.....	10,000	100,000	.....	.....	.....
3	and Related Work	97,900	.....	7,200	90,700	.....	.....	.....
4	Primary School	125,300	.....	8,500	106,800	.....	.....	.....
5	High School	191,800	.....	24,200	177,600	.....	.....	.....
6	Primary School	134,500	.....	10,000	124,500	.....	.....	.....
7	Primary School	69,400	.....	5,100	64,300	.....	.....	.....
8	Administrative Building	44,000	.....	4,000	40,000	.....	.....	.....
9	Waste at Various Schools	739,450	.....	54,700	684,750	.....	.....	.....
10	.....	27,500	.....	2,500	25,000	.....	.....	.....
11	.....	60,500	.....	5,500	55,000	.....	.....	.....
12	.....	48,000	.....	3,500	44,500	.....	.....	.....
13	.....	42,900	.....	3,000	39,900	.....	.....	.....
14	.....	99,700	.....	8,200	91,500	.....	.....	.....
15	.....	1,390,650	.....	146,400	1,244,250	26,500	.....	.....
16	.....	17,568,950	6,480,900	1,323,000	9,134,050	657,000	.....	.....
17	.....	800,000	.....	800,000	.....	.....	.....	.....
18	.....	611,000	.....	.....	510,000	101,000	.....	.....
19	.....	1,427,500	.....	801,500	525,000	101,000	.....	.....
20	.....	15,000	.....	15,000	.....	.....	.....	.....
21	.....	15,000	.....	15,000	.....	.....	.....	.....
22	.....	25,000	.....	25,000	.....	.....	.....	.....
23	.....	175,000	.....	10,000	165,000	.....	.....	.....

Approved by Poll of Board completed January 24, 1961

J-6

SUPERINTENDENT OF SCHOOLS
FRANKLIN ADMINISTRATION BUILDING
THIRTEENTH AND K STREETS NW.
WASHINGTON 5, D. C.

#24

January 23, 1961

To the Board of Education
of the District of Columbia

Ladies and Gentlemen:

POLL OF THE BOARD OF EDUCATION



The Superintendent is submitting the plan for "Improving Education for Culturally Different Children through an Intensive Language Arts Program using Special Teachers skilled in the Language Arts," prepared by our elementary school department and approved for a grant by the Ford Foundation, with the recommendation that it be approved; and that the accompanying grant of \$75,000 be received for deposit to the credit of the District of Columbia in the Treasury of the United States, to be expended solely for the purposes outlined in the project plan.

It is further recommended that the Board forward the project plan and the announcement of the grant to the Board of Commissioners of the District of Columbia for approval.

It is further recommended that the Executive Secretary of the Board of Education be requested to write a letter of appreciation to Dr. Henry Townley Heald, President of the Ford Foundation, and to Mr. Lester W. Nelson, Treasurer, Fund for the Advancement of Education, 477 Madison Avenue, New York 22, New York.

Respectfully submitted,

Carl F. Hansen

Carl F. Hansen
Superintendent of Schools

CFH:E

Enclosures

Walter H. Tolman

[Signature]

Walter H. Tolman

Euphemia L. Haynes

[Signature] S. Sterle

[Signature]

[Signature]

[Signature]

Carl F. Hansen

[Faint handwritten notes]

IMPROVING EDUCATION FOR CULTURALLY DEPRIVED CHILDREN
THROUGH AN INTENSIVE LANGUAGE ARTS PROGRAM
USING SPECIAL TEACHERS SKILLED IN THE LANGUAGE ARTS

Foreword: Statement of Need

BREAKING THE LANGUAGE BARRIER

In the City of Washington we have an Americanization School and scattered through our elementary schools are children of foreign extraction who are overcoming through the school program the language handicap. A vastly greater number of children in our city are in a far more serious plight with a communication problem which is not the foreign language barrier, but the inability to use their own English language.

These children have the ability to communicate for utilitarian purposes but have not had the background to be able to use English as a form of expression of ideas (which in turn begets ideas). These hundreds of children will carry their handicap throughout their school experience and into life -- as they work in the trades, business, or professions unless an effective immediate means is found to break their language barrier.

The program of teaching foreign language to elementary school children through the use of skilled language teachers in a dynamic direct program has proved successful. Why not reach our children in much the same way in the teaching of English? The program outlined here on "Improving Education for Culturally Deprived Children" has been built on this premise but enriches and expands it.

In a democracy the ability to communicate effectively is not a luxury but a necessity. We cannot afford to have a large segment of our people inarticulate.

The child who is blocked by the inability to use language is a cripple in his own sight. Correctness and ease in communicating are signs of respectability. They are means of preventing juvenile delinquency and of opening doors to employment and culture otherwise forever closed.

GREAT CITIES SCHOOL IMPROVEMENT PROJECT

THE WASHINGTON, D. C. PROPOSAL

September 1, 1961 - August 30, 1964

Title: Improving Education for Culturally Deprived Children Through an Intensive Language Arts Program Using Special Teachers Skilled in the Language Arts

INTRODUCTION

The project which we are submitting is designed to cover a three year period beginning September 1, 1961. Its major purpose is to develop the oral and written language facility and comprehension of culturally deprived children in the kindergarten, junior primary, first and second grade levels (1961 - 1962) and kindergarten, junior primary, first, second and third grade levels (1962-1963 and 1963-1964) in seven selected school units. It includes the establishment of summer educational centers for pupils who have spent a year in the kindergarten but who are considered to be poor risks for success in the first grade. Major emphasis will be placed on the development of a language arts program that will overcome the severe language deficiencies characteristic of culturally deprived children.

The project proposes the employment of a director who will provide leadership for the program. In addition to the director, the project provides for the employment of seven special teachers, skilled in the language arts, who will give impetus to the development of the program.

It is believed that this plan will accelerate the educational growth of culturally deprived children; improve personal adjustment; advance social achievement; develop language competency; and contribute to the prevention of delinquency.

LOCALE OF THE PROJECT

The major focus of this project will be upon the kindergarten, junior primary, first, second and third grade levels of the seven school units involved. All are located in the central section of Washington, D.C. The selected units are Cleveland, J.F. Cook, Scott Montgomery-Morse, Seaton-Perry, Simmons, Slater-Langston, and Walker Jones. The schools are within the following boundaries: T. Street and Florida Avenue on the north; North Capitol Street on the east; Massachusetts Avenue on the south; and 9th Street on the west. This area has long been known as the most blighted section of Washington, D.C.

Within the area pupil turn-over in the public schools is high. Although the families move frequently, they tend to stay within the boundaries described above. It is for this reason that all of the schools within these boundaries are included in the project. Though children may change schools they will continue to benefit from the extended services.

This area, too, is an ideal setting for this project as the composition of its population conforms to the description of the culturally deprived given in the Great Cities Study. Moreover, the selected schools have the potential for developing a more effective program of education for the culturally deprived.

PROPOSITIONS TO BE TESTED

A. Pupil achievement can be accelerated when the school's program is geared to meet the peculiar needs of the children of a specific community.

Culturally deprived children often fail to achieve because of language disability, lack of motivation, and a low aspiration level. Usually their participation in cultural activities

is negligible. However, it is our belief that when the school's program is based on individual needs; when an environment conducive to learning is established; when opportunities are provided for achieving recognition, security and sense of belonging; when a varied program utilizing fully the enrichment opportunities that are available; when knowledges concerning living in the urban community are provided - pupil achievement can be accelerated beyond the usual rate of progress in a culturally deprived area.

B. Realistic working relationships between teacher, child and parents should be effected when the teacher gains improved understanding and recognition of the needs of the culturally deprived.

An expanded in-service program for teachers will provide greater teacher insight into the needs of the pupils in a culturally deprived area.

MEANS TO BE EMPLOYED

- A. Employ a special teacher, skilled in the language arts, for each school unit.
- B. Initiate a planned teaching program employing a dynamic, dramatic conversational method to insure that children acquire a rich, definitive vocabulary and facility in its use.
- C. Use life situations, actual and dramatized, as the content for classroom instruction, to overcome the language deficit characteristic of the culturally deprived.
- D. Sharpen and enrich the children's perception, concepts, and feeling for language quality through appropriate experiences in literature and the arts.
- E. Adapt audio-visual materials - as tape recorder, opaque projector, teacher-made slides and films - to the special needs

of these children.

Illustration - Using teacher-made slides of class activities will:

(1) stimulate oral discussion; (2) recall sequence and produce a story; (3) enlarge and enforce vocabulary; (4) motivate learning and sustain interest; (5) furnish content for controlled experience reading.

- F. Promote awareness of and sensitivity to the environment through excursions into the community during and after school hours.
- G. Collect and record experiences leading toward the development of curriculum materials for use with culturally deprived children.
- H. Expand faculty in-service education activities by having educational workshops and conferences in the following areas:
 - 1. nature of disability in learning for culturally deprived children
 - 2. understanding the family structure and problems of low income areas
 - 3. understanding problems children face in culturally deprived areas

PERSONNEL

A. The Project Director

The director, in cooperation with principals, participating teachers, and the special teachers skilled in the language arts will be responsible for initiating, developing, and evaluating the project. His specific duties will be:

- 1. Provide dynamic guidance in selecting appropriate activities to be carried on in the project
- 2. Bring in consultants when needed and secure other part-time consultative and administrative personnel as project activities may require -- such as psychiatrists, community organizers, and others.
- 3. Provide for the interchange of ideas among the seven school units involved in the project
- 4. Keep abreast of development in other cities associated with the Great Cities School Improvement Studies

5. Make available to the selected Washington, D.C. schools all materials, techniques, services, and evaluation media that can be obtained from inter-city headquarters
 6. Keep the community informed of the objectives and progress of the project.
 7. Insure continuous evaluation of procedures used, data gathered and outcomes leading to future planning
 8. Screen requests for funds
 9. Initiate plans leading to the formation of a school-community council
- B. A special teacher, skilled in the language arts, will be assigned to each of the seven (7) school units. His duties will include:
1. Instruct children in the functional use of language
 2. Furnish leadership through providing guidance and materials, and planning with classroom teachers for the extension of language instruction
 3. Demonstrate for teachers
 4. Collect records and information based on project activities, leading to the development of curriculum materials
 5. Serve as a resource person for parental involvement leading toward the extension of the language improvement program into the home

OUTCOMES

The following results are expected:

A. With Respect to the Child

1. Improved habits and skills in the language arts (both written and oral) and other academic areas

2. Increased power in language leading to earlier readiness for reading
3. Increased interest in and awareness of the best in children's literature
4. Heightened sensitivity to and perception of the environment
5. Broadened and enriched experiences in the community that will motivate learning
6. Greater understandings concerning living in the urban community
7. Greater knowledge and appreciation of the cultural facilities of the city
8. Increased self-respect, sense of belonging and worth, and respect for the rights and property of others resulting in prevention of juvenile delinquency
9. Increased desire to learn and greater ambition to be a worthy successful citizen

B. With Respect to the Teacher

1. Better techniques for providing skilled instruction and guidance in the language arts
2. Improved techniques for evaluating children's progress in the language arts
3. Development of language arts curriculum materials for use with culturally deprived children
4. Increased appreciation of the role of the language arts as a basic factor in school success
5. Deeper understanding of the conflicting social mores, backgrounds, and problems of culturally deprived children

C. With Respect to the Parent

1. A better understanding of the value of language for children, with increased appreciation of the role of language arts as a basic factor in school success
2. Acceptance of the responsibility for reenforcing the efforts of the school by using improved language patterns in the home
3. Establishment of socially acceptable values in the home
4. Increased knowledge and intelligent use of existing community facilities
5. Strengthening of family life

RELATION TO THE CENTRAL PROJECT

A. The Big Ideas are:

1. Improved utilization of staff resources
2. The development of skills and techniques in teachers to meet the special needs of culturally deprived children
3. Strengthened parental responsibility

B. The two propositions to be tested within this program are adaptations of some of the major propositions of the overall project.

C. This project, characterized by an enriched language program tailored to specific needs and extended and strengthened through the addition of special language teachers, should be markedly successful in:

1. Accelerating achievement of culturally deprived children
2. Developing their innate capacity
3. Elevating their values and aspirations, thereby changing their behavior
4. Promoting greater security because of increased parental interest and responsibility

It is our hope and expectation that this pilot project will merit Board of Education approval and gain public support as a continuing

program in Washington, D.C., and that its outcomes may help other cities meet similar problems.

PROPOSED BUDGET FOR THREE YEARS

1961-62

Project Director	\$11,368.00
Seven Special Language Arts Teachers	54,936.00
Teaching materials, field trips, special equipment, special projects	10,000.00
Secretary	4,510.00
Office Use	400.00
Testing Materials	1,500.00
Teachers for summer centers	4,604.00
Workshops for teachers and parents	5,000.00
Contingency	<u>1,000.00</u>
Total	\$93,318.00

1962-63

Same as above\$93,318.00

1963 -64

One half cost to be assumed by D.C.Schools	<u>\$46,609.00</u>
Grand Total	\$233,245.00

22

G-1

*1



D.C. HIGH SCHOOL STUDENTS

Curriculum + Handbook

PLANNING YOUR EDUCATION

"A splendid contribution." DR. CARL HANSEN, Superintendent

"Invaluable!" JOHN D. KOONTZ, Assistant Superintendent

"A most useful piece of work. Here's do-it-yourself counseling for student and parent." WALTER N. TOBRINER, President, D.C. Board of Education

A PUBLICATION OF THE D.C. CONGRESS OF PARENTS AND TEACHERS, 22nd and G Streets N.W., Washington 7, D.C.
1961 (Revised edition)

THE 4-TRACK PROGRAM

"The 4-Track plan was conceived and put into effect in an effort to achieve greater educational efficiency. Specifically, it was designed to reduce the ability range within each classroom, to increase efficiency in instruction by differentiating curricula, and to provide a much more restrictive system of electives to challenge the capabilities of individual students.

It was hoped by this that achievement levels could be raised, that we could develop greater holding power for the basic students, and that we could provide greater motivation on the part of the children and greater teaching efficiency on the part of the staff.

The 4-track program is (in 1959) in effect in all of the senior high schools with a total enrollment of 13,377. Of these 892 are in the Honors track, 3884 are in the Regular (College Preparatory) track, 5,575 are in the General Track, and 3,026 are in the Basic Track. Not all schools have all four tracks...."

-From "A Third-Year Evaluation Report on the 4-Track Curriculum" - 1959
Dr. Carl Hansen, Superintendent

"We must remember that the whole problem of intellectual education is controlled by lack of time...If Methuselah was not a well-educated man, it was his own fault or that of his teachers. But our task is to deal with five years of secondary school-life...."

- A.N. Whitehead, "The Aims of Education"

"FRESHMAN YEAR AT HIGH SCHOOL"

"Now (9th grade) is the time to be certain that your high school courses are rich enough academically to prepare you for a college education. It is true that standards differ among the colleges; but it is also true that the minimum becomes higher each year in ALL colleges. Plan your high school curriculum with that fact in mind.

English and Literature: 4 years is a minimum requirement in any of the competitive colleges.

Social Studies: 2 years of history or other social sciences is recommended.

Foreign Language: 4 years of ONE language is recommended by the competitive colleges. At least 3 years is considered a minimum. Many liberal arts colleges also insist on one or two years of a second foreign language.

Mathematics: 4 years is urgently recommended by engineering schools. Three years is considered a minimum.

Physical Sciences: At least 1 year of chemistry, physics, or biology. More if you will be a science major.

Other Academic Courses: 3 years of additional courses in your major and minors ---history, language, science, literature, or other social studies---is recommended.

Remember that you may be taking Achievement Tests in these areas.

- Benjamin Fine, "How To Be Accepted By the College of Your Choice" - 1960

COMPILED AND PRODUCED AS A PUBLIC SERVICE
BY THE DISTRICT OF COLUMBIA CONGRESS OF PARENTS AND TEACHERS

Sold at printing cost
25¢

THE CURRICULUM HANDBOOK

4-TRACK INFORMATION
APPROVED FOR ACCURACY BY JOHN D. KOONTZ

Tee Snell, Editor

Chairman, School Education Committee
D.C. Congress of Parents and Teachers

In collaboration with John D. Koontz,
Assistant Superintendent in Charge of
Secondary Schools, D.C. Public Schools

Assisted by P-TA Catalog Subcommittee
Frances Berger
Marjorie Omohundro
Edna Payton
and members of the staff of Supt. Koontz

Edwin M. Snell, Special Assistant

May 1960

Major Sources of Information

- "Statement of Content of Courses Offered in Junior and Senior High Schools" - 1957 - D.C. Public Schools
- "Second Report on the 4-Track Program" - May 1959 - Dr. Carl Hansen, Superintendent, D.C. Public Schools
- "Occupational Outlook Handbook" - 1959 - U.S. Dept. Labor
- "How To Get Into the College of Your Choice" - 1960 Edition - Dr. Benjamin Fine

CONTENTS

Page

I. THE HONORS TRACK	
1. Requirements for Graduation...	6
2. Specialization Electives.....	6
3. Catalog Description of Required Courses	
Grade 8.....	7
Grade 9.....	7
Grade 10.....	8
Grade 11.....	8
Grade 12.....	9
4. Catalog Description of Specialization Electives.....	9
5. Chart of Available Courses....	12
II. THE REGULAR(COLLEGE PREP) TRACK.	
1. Requirements for Graduation..	16
2. Suggested Electives.....	16
3. Catalog Description of Required Courses	
Grade 8.....	17
Grade 9.....	17
Grade 10.....	18
Grade 11.....	18
Grade 12.....	19
4. Catalog Description of Suggested Electives.....	19
5. Chart of Available Courses...	22
III. THE GENERAL TRACK	
1. Requirements for Graduation..	26
2. Suggested Academic Sequence (Humanities).....	26
3. Suggested Academic Sequence (Scientific-Mathematical)....	27
4. Suggested Sequence - Business- Secretarial.....	27
Business-Retailing.....	28
Business-Clerical.....	28
Business-Bookkeeping.....	28
5. Suggested Sequence Shop or Home Economics.....	29
6. Catalog Description of required courses, Grade 8....	30
7. Catalog Description of Required Courses, Suggested Electives, Grade 9.....	30
Grade 10.....	31
Grade 11.....	33
Grade 12.....	35
8. Chart of Available Courses...	37
IV. VOCATIONAL HIGH SCHOOL (Alternative General Track)	
1. Shop Sequence.....	40
2. 44 Areas of Training.....	40
3. Typical Shop Sequences.....	41
4. Description of courses.....	42
V. SPECIAL EDUCATIONAL OPPORTUNITIES	
1. Post Graduate.....	42
2. Evening School.....	42

"I think a catalog of high school courses put into operation several years ago should be brought up-to-date, and should include for parent-student-counselor conferences a sequence of courses leading to life work in broad areas, such as a sequence that might better fit a student for study of law, for becoming a teacher or for science, or medicine.

Of course this sequential arrangement of courses is suggestive and skeletal only. The actual filling-in of flesh must be the result of a student-parent-counselor conference.

But at least by making these suggestions we will alert parents to the necessity for an organized course of study and persuade them to take a greater interest in what the child is doing.

In this period of stringent funds we should conserve as far as possible the time and energy of high school counselors, and should try to use the parent as an adjunct counselor by making available to parents educational planning material, much, if you will, like a 'do-it-yourself kit'".

- Walter N. Tobriner, President of the D.C. Board of Education, at PTA Seminar "High School Education---For What?" - April 8, 1959

D.C. Congress of Parents and Teachers
46th Annual Convention, May 1959
Action Program (Resolutions)
School Education, Item 5

"Organize a program in secondary schools in which parents would work closely with school personnel to draw up and produce a catalog of courses with programming for various goals."

VI. BASIC TRACK

1. Requirements for Graduation..	45
2. Catalog Description of Required Courses, Electives	
Grades 7 and 8.....	46
Grades 9 and 10...	47
Grades 11 and 12..	48
3. Chart of Available Courses...	49

VII. SUMMER SCHOOL.....

VIII. D.O. TEACHERS COLLEGE.....

1. Admissions.....	53
--------------------	----

IX. CAREERS AND OCCUPATIONS.....

CONTENT OF COURSES

"Some academic courses of exactly the same name and description are shown for Honors, Regular, and General Tracks. (English courses are examples.)

It is intended, and teachers have been so instructed, that academic courses should differ in range and depth from track to track.

The more difficult version of the course may well require more independent and intensive study outside class, but not just more routine homework.

Textbooks may or may not differ from track to track.

Supplementary reading assigned will differ in difficulty, scope, and quantity."

- John D. Koontz, Asst. Supt.

PLACEMENT IN THE HONORS TRACK

"To be placed in the Honors track, students must meet the following qualifications:

1. Generally, 130 IQ or above, although this requirement may be relaxed if the student meets the other requirements;
2. History of good study habits;
3. Emotional and physical stability;
4. Achievement-test scores above grade level in English and mathematics;
5. Interest in being in the Honors Track;
6. Approval of parents and principal."

- John D. Koontz, Asst. Supt.

HONORS TRACK

CROSS-TRACKING

"Students in one track may take courses in another track if they are qualified and have the approval of the principal.

However, in order to graduate from a track, the student must have taken ALL the courses specified as 'required for graduation' for that particular track, with the quality of the course at or above the level of that particular track.

For example, a student may have taken half his required courses in the Regular track and half in the General track. He will graduate from the General track.

Thus, graduation from a particular track is not a matter of having taken a 'majority' of courses in that track. Instead it is a matter of fulfilling the exact requirements for graduation from the particular track.

When a student cross-tracks by taking courses in a higher track, he not only 'upgrades' himself generally, but he helps himself in the eyes of the college admission officer. All courses the student takes are clearly labeled on his record: H for Honors, R for Regular, G for General, or B for Basic."

- John D. Koontz, Asst. Supt.

GRADING

1. Students are not graded on a curve but against the absolute standard of student performance as measured against the content requirements of the course.
2. A full range of grades from A through F is possible in each track. An A in any track should represent superior performance in relation to the course content for that track.
3. The grades and courses of students which are sent to college admission offices are clearly labeled as to track. A mimeographed explanation of the 4-track curriculum, marking system, rank in class and accreditation accompany the photo-static transcript of the pupil's work.
4. It should be stressed that Honors students are not graded on a curve within the class but rather against the same set of standards set up for Regular track (college preparatory) students. This means that for the most part the Honors students earn A's and B's. If a student consistently fails to maintain an A - B record, serious consideration is given to moving him out of the Honors program."

- John Koontz, Asst. Supt.

"High school students should write
a composition a week in English..."

Dr. James Conant, "The American
High School Today"

"If all the other factors are equal,
an applicant with a 90 average for four
years of high school Latin will, by a good
many high-ranking colleges, be considered
a better prospect than one with a 90 aver-
age for four years of French, Spanish or
German.

"This is NOT because Latin seems more
scholarly than German, but rather because
study of it seems to impart a stronger
feeling for words, for the communication
of ideas, and for a sense of logic and the
loom of language. For these reasons, I
would select Latin or Greek as my second
language course. "

- Benjamin Fine, "How To Be Accepted By
the College of Your Choice"- 1960

"LAG IN DEGREES BLAMED
ON LACK OF LANGUAGES "

"The Dean of Harvard's Graduate School
of Arts and Sciences...declared that 'faulty
preparation in foreign languages is
holding up completion of courses by about a
fifth of the candidates for doctor of
philosophy degrees. "

Washington Post - 1959

REQUIRED FOR GRADUATION FROM THE HONORS TRACK

8th grade

1. French, Spanish, or Latin I
2. Elementary Algebra (I)

Credit toward graduation given for the above subjects only to Honor Track graduates. Students taking these subjects are excused from usual 8th grade requirement of $\frac{1}{2}$ unit Business.

NOTE:

- Each subject counts as ONE Carnegie Unit toward graduation unless otherwise stated.
- Each subject is taken 1 period a day, 5 days a week, unless otherwise stated.
- In Junior High School, 6 periods of about 50 minutes each available for classes.
- In Senior High School, 7 periods of about 50 minutes are available for classes.

9th grade Required subjects	10th grade Required subjects	11th grade Required subjects	12th grade Required subjects	Required C. Units inc. 8th gr
1. English I	1. English II	1. English III	1. English IV	Eng. 4
2. For. Lang. II	2. For. Lang. III	2. For. Lang. IV	2. ELECTIVE	F.Lg. 4
3. Intermd. Algebra (II)	3. Plane Geometry	3. *	3. *	Math 3
4. Biology	4. Chemistry	4. Physics	4. *	Sc. 3
5. Anc. & Md. History	5. *	5. U.S. History	5. Government $\frac{1}{2}$ ELECTIVE $\frac{1}{2}$	S.St. 2 $\frac{1}{2}$
6. Phy. Ed. (2 per. wk) Art (1 or 2 per. wk) Music (1-2 per. wk) (no credit)	6. Phy. Ed & Health (no credit)	6. Phy. Ed & Health (no credit)	6. Phy. Ed & Health (no credit)	
	7. Boys: Cadets $\frac{1}{2}$ or Band Girls: *	7. Boys: Cadets or Band Girls: *	7. Boys: Cadets or Band Girls: *	

Specified academic subjects required for graduation 16 $\frac{1}{2}$

Electives required for graduation 1 $\frac{1}{2}$

TOTAL REQUIRED FOR GRADUATION 18

Cadets, or Band, extra (boys) 3 or 2 $\frac{1}{2}$

* Available time for extra course, or study.

SPECIALIZATION OPPORTUNITIES

SUGGESTED SPECIALIZED-FIELD SEQUENCES

FIELD or SEQUENCE	10th grade Optional: 1 unit for 5th subject	11th grade Optional: 1 unit for 5th subject	12th grade Required: 1 $\frac{1}{2}$ units ELECTIVES Optional: 2 units as 4th & 5th sub.
SOCIAL STUDIES	<u>Modern History</u>	<u>Sociology</u>	<u>Latin American Hist.</u> $\frac{1}{2}$ unit <u>Economics</u> $\frac{1}{2}$ or 1 unit <u>Law</u> $\frac{1}{2}$ or 1 unit <u>World Problems</u> $\frac{1}{2}$ unit <u>2nd For. Lang. III</u>
FOREIGN LANGUAGE	<u>2nd For. Language I</u>	<u>2nd For. Language II</u>	
ENGLISH	<u>Modern History</u>	<u>Journalism</u>	<u>Speech</u> <u>Advanced Composition</u> $\frac{1}{2}$ unit <u>Advanced Grammar</u> $\frac{1}{2}$ unit
SCIENCE	<u>Modern History</u>	<u>Solid Geometry</u> $\frac{1}{2}$ unit <u>Trigonometry</u> $\frac{1}{2}$ unit	<u>Advanced Science</u>
MATHEMATICS	<u>Modern History</u>	<u>Solid Geometry</u> $\frac{1}{2}$ unit <u>Trigonometry</u> $\frac{1}{2}$ unit	<u>Calculus</u> $\frac{1}{2}$ unit <u>Mech. Drawing</u> (2 sem.) $\frac{1}{2}$ unit
ADVANCED COLLEGE PLACEMENT SUBJECTS will be available in 12th grade as need and interest develop.			

HONORS TRACK

CATALOG DESCRIPTION OF COURSES

Sem. = Semester

C.U. = Carnegie Unit

8 th GRADE

1. ENGLISH (2 sem. - no C.U.)
Further training in reading, writing, speaking, listening. Emphasis on getting meaning, attacking words, adjusting rate of reading to purpose, effective writing, spelling, punctuation, handwriting. Selected pieces of literature studied.
2. ELEMENTARY ALGEBRA (2 sem. - 1 C.U.)
Basic algebra, including the solution of quadratic equations by factoring. New math material of University of Maryland used.
3. AMERICAN HISTORY (2 sem. - no C.U.)
American history from Columbus to present time. D.C. history treated briefly.
4. FRENCH I or SPANISH I (2 sem. - 1 C.U.)
Constant drill in correct pronunciation and principles of grammar. Reading provides basis for oral and written practice and knowledge French or Spanish-speaking peoples.
- or LATIN I (2 sem. - 1 C.U.)
Simple reading and drill in vocabulary and grammar, including declension of nouns and adjectives, conjugation of verbs in indicative and imperative; forms of participles and infinitives and use of indirect statement and ablative absolute.
5. GENERAL SCIENCE (1 sem. - no C.U.)
Health studies: food and digestion, effects of alcohol and narcotics. Environment studies: energy, transportation, communications, community health, chemistry in daily life. Introduction to biology and astronomy.
- FAMILY LIVING (1 sem. - no C.U.)
Basic factors enabling people to live together as a family unit. Boys and girls in separate classes.
6. PHYSICAL EDUCATION (2 sem. - no C.U.)
Skills, rules of outdoor and indoor seasonal games. Tumbling, formal exercises for boys; dancing for girls. (2 periods a week)
- ART (2 sem. - no C.U.)
Experiences in lettering, posters, layout, block printing, etc. (1 or 2 periods a week)
- MUSIC (2 sem. - no C.U.)
Continued experience part-singing, music appreciation. (1 or 2 periods a week)

9 th GRADE

1. ENGLISH I (2 sem. - 1 C.U.)
Continued development of reading skills, oral and written expression, study skills, skills related to grammar and usage. Books read relate to "The Well-Informed Citizen" and "Living Together in a Democracy".
2. INTERMEDIATE ALGEBRA (2 sem. - 1 C.U.)
Review of fundamentals. Further study of quadratic equations. Powers, roots, negative and fractional exponents, binomial theorem.
3. BIOLOGY (2 sem. - 1 C.U.)
Introduction to the nature of living plants and animals. Skills in dissection and use of microscope developed in lab work.
4. FRENCH II or SPANISH II (2 sem. - 1 C.U.)
A reading course, covering about 200 pages of selected text. Much practice in oral and written work. New grammatical points taught as occasion arises.
- or LATIN II (2 sem. - 1 C.U.)
Study of grammar completed. Reading includes stories, myths, and selections from Caesar's Gallic Wars.
5. ANCIENT AND MEDIEVAL HISTORY (2 sem. - 1 C.U.)
Mediterranean and Near Eastern peoples and cultures from dawn of history through break-up of Roman Empire; European culture and institutions through Middle Ages.
6. PHYSICAL EDUCATION (2 sem. - no C.U.)
Skills, rules of outdoor and indoor seasonal games. Tumbling, formal exercises for boys; dancing for girls. (2 periods a week)
- ART (2 sem. - no C.U.)
Pupils choose one area of greatest interest from drawing, painting, sculpture, ceramics, lettering, weaving, etc. for expression in color and design. (1 or 2 periods a week)
- MUSIC (2 sem. - no C.U.)
Choral, instrumental, listening experiences, with some sight-reading, musical notation, vocabulary. (1 or 2 periods a week)

HONORS TRACK

CATALOG DESCRIPTION OF COURSES

Sem. = Semester

C.U. = Carnegie Unit

10 th GRADE

1. ENGLISH II (2 sem. - 1 C.U.)

Practice in written composition and correct speech. Reading includes story or a novel of adventure. Basic habits of poise, good posture, correct breathing, clear speech. The Article used as an example of expository writing. Read biographies and dramas.

2. FRENCH III or SPANISH III (2 sem.- 1 C.U.)

Intensive study of prose or dramatic literary works in each semester. Additional reading outside class. Intensive written practices, vocabulary building, some memorization of poetry and prose, grammar.

or LATIN III (2 sem. - 1 C.U.)

Read 1000 to 1200 lines of prose each semester, mainly from Cicero, Pliny, and Sallust. Occasional prose composition given.

3. PLANE GEOMETRY (2 sem. - 1 C.U.)

Demonstration of theorems and application of deductive reasoning to original exercises. Covers loci, similar polygons, areas of polygons, regular polygons and the circle.

4. CHEMISTRY (2 sem. - 1 C.U.)

Units include chemical view of matter, structure of matter, solutions, colloidal dispersions, chemical reactions, periodic law, chemical families. Detailed study of several elements such as nitrogen, sulfur, carbon. May include study of metals. Problem solving in laboratory work.

5. PHYSICAL EDUCATION-HEALTH INSTRUCTION (2 sem. - no C.U.)

Skills, rules of outdoor and indoor seasonal games. Tumbling, formal exercises for boys; dancing for girls. Health unit 1st semester: "Personal Health"; structure and functions of the body; 2nd semester: "First Aid" (Red Cross Standard Course).

6. CADETS (for boys) (2 sem. - $\frac{1}{2}$ C.U.)

1st semester- How to stand, to march, to handle a rifle. Military rules of conduct, care of uniform, rifle, etc. 2nd semester: drill in squad, platoon, company. Rifle shooting.

or BAND (2 sem. - 1 C.U.)

Wide range of band music played--symphonies, light classics, marches, etc. Basic principles of marching.

11 th GRADE

1. ENGLISH III (2 sem. - 1 C.U.)

American literature from colonial period to Civil War in first semester, and from Civil War to present in second semester. In both semesters, practice in written and oral expression.

2. FRENCH IV or SPANISH IV (2 sem. - 1 C.U.)

Novel, play, collection of short stories, or drama each semester. Reports on outside reading may be required. Continued stress on fluency in spoken language, correctness in written expression.

or LATIN IV (2 sem. - 1 C.U.)

1500 to 2000 lines of Virgil's Aeneid, with some Ovid and Catullus, each semester. Occasional prose composition. Enlarge vocabulary.

3. PHYSICS (2 sem. - 1 C.U.)

Topics studied include heat, sound, light, energy; use of energy in machines; electricity and magnetism, molecular forces, motion; radio, gravity, heat, atomic energy. Problem solving in laboratory work.

4. UNITED STATES HISTORY (2 sem. - 1 C.U.)

Colonial period to the Civil War in first semester; Civil War to present in second semester.

5. PHYSICAL EDUCATION-HEALTH INSTRUCTION (2 sem. - no credit)

Skills, rules of outdoor, indoor team games. Tumbling, formal exercises for boys; dancing for girls. Individual sports where facilities are available. 1st sem. Health unit: "Mental Health"--development of wholesome personality and behavior; principal problems of adolescent adjustment. 2nd sem.: "Nutrition".

6. CADETS (2 sem. - 1 C.U.) (for boys)

More practice in basic skills of soldiering. Drill, rifle shooting, map reading, use of compass.

or BAND (2 sem. - 1 C.U.)

Wide range of band music played--symphonies, light classics, marches, etc. Marching.

CADETS: Boys are automatically enrolled in Cadets unless excused on written request by parent or physician. Cadets or Band may allow Senior ROTC placement in some colleges.

HONORS TRACK

CATALOG DESCRIPTION OF COURSES

Sem. - Semester

C.U. - Carnegie Unit

12th GRADE

REQUIRED

1. ENGLISH IV (2 sem. - 1 C.U.)

1st semester - Two-thirds of time to written and oral expression, one-third to Elizabethan literature (Macbeth). Review of principles of composition and writing a long theme. Wide reading in periodicals, listening to selected radio and TV programs encouraged. 2nd semester: English literature of 19th and 20th centuries. Practice in written, oral expression.

2. GOVERNMENT (1 sem. - $\frac{1}{2}$ C.U.)

Duties, rights, responsibilities of citizens under our state and national systems of government. Problems of politics, taxation, regulation of public utilities. Current events given attention.

ELECTIVE (1 sem. - $\frac{1}{2}$ C.U.)

See "ELECTIVES" descriptions, immediately following.

3. ELECTIVE (2 sem. - 1 C.U.)

See "ELECTIVES" descriptions, immediately following.

4. PHYSICAL EDUCATION AND HEALTH (2 sem. - No C.U.)

Emphasis on participation in games, advanced skills and strategy. Tumbling and formal exercises for boys, dancing for girls. Individual sports where facilities are available. 1st semester Health Unit: "Community Health": communicable disease control, sanitation, protection of food, water, milk supply; public, private health agencies; alcohol and narcotics as community problems. 2nd semester: None for boys. "Home Nursing" for girls.

5. CADETS (boys) (2 sem. - 1 C.U.)

Map reading, rifle firing, drilling. Begin learning how to instruct younger cadets. In 2nd semester, command platoons, companies, larger units in drill. Instruction in military obligation, opportunities and benefits of life in armed services.

or BAND (2 sem. - 1 C.U.)

Wide range of music played--symphonies, light classics, marches, etc. Marching.

OPTIONAL

6. ELECTIVE (as 4th subject) (2 sem.-1 C.U.)

7. ELECTIVE (as 5th subject) (2 sem.-1 C.U.)

See "ELECTIVES" descriptions.

SUGGESTED ELECTIVES

SOCIAL STUDIES

1. MODERN HISTORY (2 sem. - 1 C.U.)

Units of study: The Old Regime, French Revolution, Napoleonic Period, Reaction After 1815, Unification of Modern Nations, Political Progress in Britain, Expansion of European Interests, Far East, World War I, Between Wars, World War II, Rise of Soviet Union, Near East, current problems.

2. SOCIOLOGY (2 sem. - 1 C.U.)

Main topics: Principles of sociology. Problems of adolescence, marriage, and family responsibilities; choosing an occupation. Social institutions---family, community, government, school, church, property. Comparison of different types of societies.

3. ECONOMICS (1 or 2 sem. - $\frac{1}{2}$ or 1 C.U.)

Basic principles: Production, consumption, exchange, distribution. Problems of capital, labor in free-enterprise system.

4. WORLD PROBLEMS (1 sem. - $\frac{1}{2}$ C.U.)

Study of various national outlooks, traditions, political principles. Current events regarding international cooperation and rivalries discussed. Also, studies by individual student committees for class reports.

5. LAW (1 sem. or 2 sem. - $\frac{1}{2}$ or 1 C.U.)

Basic principles of law. Nature of evidence; legal language. Topics: Contracts, property, liability, corporations, taxation and government regulation of business, elementary administrative law, etc.

6. LATIN AMERICAN HISTORY (1 sem.- $\frac{1}{2}$ C.U.)

Political, economic, social history of Latin American countries, their relations with the U.S.--Monroe Doctrine, subsequent inter-American policies, conferences, economics, political relations.

ENGLISH

1. SPEECH (2 sem. - 1 C.U.)

Critical appraisal of individual speech; drills for correct pronunciation and voice placement. Practice in oral readings, group discussion, panels, debates, techniques of public speaking and dramatic productions.

(CONTINUED NEXT PAGE)

HONORS TRACK

CATALOG DESCRIPTION OF COURSES

Sem. - Semester

C.U. - Carnegie Unit

SUGGESTED ELECTIVES

ENGLISH (continued)

2. JOURNALISM (2 sem. - 1 C.U.)

News reporting; practice in writing main types of newspaper articles. School paper used as laboratory. Practice in proof-reading, newspaper make-up, layouts. Evaluation of newspapers and news broadcasts.

3. ADVANCED COMPOSITION (1 sem. - $\frac{1}{2}$ C.U.)

Writing of the sentence, the paragraph, the short theme, the long theme, narratives, descriptions, explanations, persuasions, letters. Written expression, increasingly mature, for pupils consistently above average in previous English work.

4. ADVANCED GRAMMAR (1 sem. - $\frac{1}{2}$ C.U.)

Development and structure of the English language. Parts of speech, their logical and syntactical functions in various sentence forms. Study of conventions of speech and writing, current language tendencies.

MATHEMATICS

1. SOLID GEOMETRY (1 sem. - $\frac{1}{2}$ C.U.)

Regular theorems pertaining to lines, planes, angles; properties and measurement of solids, including spheres. Optional: spherical trigonometry; problems relating to astronomy, geography, aviation, map making.

2. TRIGONOMETRY (1 sem. - $\frac{1}{2}$ C.U.)

Covers trigonometric functions, logarithms and the logarithmic solution of right triangles; circular measure and the mil; graphs of the 6 functions; trigonometric identities and formulas; solution of oblique triangle.

3. ANALYTIC GEOMETRY (1 sem. - $\frac{1}{2}$ C.U.)

Covers Cartesian coordinates, curves and equations, straight line and systems of lines, circle, parabola, ellipse, hyperbola, with derivation of the equations; geometric construction; polar coordinates, tangents, normals.

4. COLLEGE ALGEBRA (1 sem. - $\frac{1}{2}$ C.U.)

Complex numbers; variables and limits; theory of equations; permutations and combinations; probability; determinants; analytic geometry of the straight line.

5. CALCULUS (1 sem. - $\frac{1}{2}$ C.U.) (available 1962)

12th grade course prepares student for Advanced Placement Test in Mathematics. Substantial introduction to differential and integral calculus; applications.

SUGGESTED ELECTIVES

MECHANICAL DRAWING I (2 sem. - $\frac{1}{2}$ C.U.)

Topics covered: uses of instruments, geometric construction, lettering, alphabet of lines, shape description, sketching, placing views, use of LeRoy lettering set, sections, symbolic section lining, auxiliary views, revolutions, size descriptions, dimensioning studies and sketches.

FOREIGN LANGUAGE

1. FRENCH I or SPANISH I (2 sem. - 1 C.U.)

Constant drill in correct pronunciation and principles of grammar. Reading provides basis for oral and written practice and knowledge French or Spanish-speaking peoples.

2. FRENCH II or SPANISH II (2 sem. - 1 C.U.)

A reading course, covering about 200 pages of selected text. Much practice in oral and written work. New grammatical points taught as occasion arises.

3. FRENCH III or SPANISH III (2 sem. - 1 C.U.)

Intensive study of prose or dramatic literary works in each semester. Additional reading outside class. Intensive written practice, vocabulary building, some memorization of poetry and prose, grammar.

4. FRENCH IV or SPANISH IV (2 sem. - 1 C.U.)

Novel, play, collection of short stories, or drama each semester. Reports on outside reading may be required. Continued stress on fluency in spoken language, correctness in written expression.

5. LATIN I (2 sem. - 1 C.U.)

Simple reading and drill in vocabulary and grammar, including declension of nouns and adjectives, conjugation of verbs in indicative and imperative; forms of participles and infinitives and use of indirect statement and ablative absolute.

6. LATIN II (2 sem. - 1 C.U.)

Study of grammar completed. Reading includes stories, myths, and selections from Caesar's Gallic Wars.

7. LATIN III (2 sem. - 1 C.U.)

Read 1000 to 1200 lines of prose each semester, mainly from Cicero, Pliny, and Sallust. Occasional prose composition given.

(CONTINUED)

HONORS TRACK

CATALOG DESCRIPTION OF COURSES

Sem. = Semester

C.U. = Carnegie Unit

8. LATIN IV (2 sem. - 1 C.U.)

1500 to 2000 lines of Virgil's Aeneid, with some Ovid and Catullus, each semester. Occasional prose composition. Enlarge vocabulary.

9. GERMAN I (2 sem. - 1 C.U.)

Vocabulary building; grammar derived from its use in reading. Reading concerns German life and culture. Grammar covers forms of nouns, adjectives, pronouns; present of modal auxiliaries; indicative and imperative verb forms, including separable and reflexive verbs.

10. GERMAN II (2 sem. - 1 C.U.)

Reading course of 200 pages, oral and written practice. Study of basic grammar completed. Emphasis on vocabulary building.

11. GERMAN III (2 sem. - 1 C.U.)

Intensive reading of 100 to 150 pages of well-known German novel or play, each semester. Oral and written practice, some memorization of literary passages. Emphasis on vocabulary building. Some outside reading.

12. RUSSIAN I (2 sem. - 1 C.U.)

Build large, usable vocabulary through direct conversational approach. Learn Cyrillic alphabet. Reading provides basis for written and oral practice, fundamental grammar.

13. RUSSIAN II (2 sem. - 1 C.U.)

Reading continues as the basis for oral and written practice and introduces new grammatical principles. Vocabulary building; skill in speaking and understanding the language.

"As to their studies, it would be well if they could be taught EVERYTHING that is useful and EVERYTHING that is ornamental. But art is long, and their time is short. It is therefore proposed that they learn those things that are likely to be MOST USEFUL and MOST ORNAMENTAL; regard be ing had to the several professions for which they are intended."

- Benjamin Franklin, "Proposal For An Academy"

OTHER ELECTIVE COURSES ARE AVAILABLE

See the "Available Courses" chart on the next page for a complete listing.

Electives not included in the "SUGGESTED ELECTIVES" group are in Music, Art, Home Economics.

AVAILABLE - HONORS TRACK

FIELD	9th GRADE	10 th GRADE
ENGLISH	English I (2 sem. 5 per. wk.-1C.U.)	English II (2 sem.5 per.wk. 1 CU)
MATH	Intermediate Algebra (II) (2 sem. 5 periods wk. 1 C.U.)	Plane Geometry (2 sem. 5 periods wk. 1 C.U.)
SCIENCE	Biology (with lab) (2 sem. 5 periods a week, 1 C.U.)	1. Chemistry 2. Physics Each: (2 sem. 5 periods wk. 1 C.U.)
SOCIAL STUDIES	Ancient and Medieval History (2 sem. 5 per. wk. 1 C.U.)	Modern History (2 sem.5 per.wk.1 CU)
FOREIGN LANGUAGE	1. French II 2. Spanish II 3. Latin II Each: (2 sem. 5 per. wk. 1 CU)	1. French I - III 2. Spanish I - III 3. Latin I - III 4. German I 5. Russian I Each (2 sem.5 per.wk. 1 CU)
BUSINESS		Except in rare cases, students in Honors would not take courses in Business. Exception: Academic Typing
SHOP		Except in unusual cases, students in Honors would not take courses in Shop. Exception: Mechanical Drawing(2 sem. $\frac{1}{2}$ CU)
HOME ECONOMICS		1. Foods (2 sem. 5 per. wk. 1 C.U) 2. Clothing (2 sem. 5 per.wk. 1 C.U.)
	1. Art (2 sem. 1 or 2 per.wk.No CU) 2. Major Art (2 sem. $\frac{1}{2}$ C.U.) 5p.wk.)	1. Art (2 sem. 5 per wk. $\frac{1}{2}$ C.U.)
MUSIC	1. Singing (2 sem. 1 or 2 periods a week - No C.U.) 2. Major Choral (2 sem. $\frac{1}{2}$ C.U. 5p.wk) 3. Orchestra (2 sem. $\frac{1}{2}$ C.U.) 5 per.wk) 4. Band (2 sem. $\frac{1}{2}$ C.U. 5 per.wk.)	1. Choral Singing (2 sem. $\frac{1}{2}$ C.U. 5p.wk) 2. Band (2 sem. 1 C.U. 5 per.wk.) 3. Orchestra (2 sem. 1 C.U. 5 per.wk.) 4. Instrument (coaching) (2 sem. $\frac{1}{2}$ CU 5p.wk) 5. Organ Lessons (2 sem $\frac{1}{2}$ C.U. 5 per, wk) 6. Music History (2 sem. 1 CU 5 per.wk.) 7. Music Appreciation (2 sem. 1 CU 5p.wk)
PHYSICAL EDUCATION	Physical Education Activities (2 sem. 2 periods wk. - No. C.U.)	Physical Education - Health (2 sem. 5 periods wk. - No C.U.)
MILITARY SCIENCE		Cadets II(2 sem. 5 per. wk. $\frac{1}{2}$ C.U.)

AVAILABLE - HONORS TRACK

FIELD	11th GRADE	12th GRADE
ENGLISH	1. English III (2 sem. 1 C.U.) <u>Can be taken in 11th or 12th Grade</u> 1. Journalism (2 sem. 5 periods wk. 1 CU) 2. Speech (2 sem. 5 periods wk. 1 CU) 3. Advanced Grammar (1 sem. 5 periods wk. $\frac{1}{2}$ CU) 4. Advanced Composition (1 sem. 5 periods wk. $\frac{1}{2}$ CU) 5. Advanced Placement or College level courses may be taken.	2. English IV (2 sem. 1 C.U.) 1. College Algebra (1 sem. $\frac{1}{2}$ C.U.) 2. Analytic Geometry (1 sem. $\frac{1}{2}$ C.U.) 3. Calculus (1 sem. $\frac{1}{2}$ C.U.) 4. Advanced Placement or College level courses may be taken
MATH	1. Solid Geometry (1 sem. $\frac{1}{2}$ C.U.) 2. Trigonometry (1 sem. $\frac{1}{2}$ C.U.)	1. College Algebra (1 sem. $\frac{1}{2}$ C.U.) 2. Analytic Geometry (1 sem. $\frac{1}{2}$ C.U.) 3. Calculus (1 sem. $\frac{1}{2}$ C.U.) 4. Advanced Placement or College level courses may be taken
SCIENCE	1. Physics (2 sem. 1 CU) 2. Chemistry (with lab) (2 sem. 1 CU)	Advanced Placement or College level courses may be taken.
SOCIAL STUDIES	1. U.S. History (2 sem. 1 C.U.) <u>Can be taken in 11th or 12th Grade</u> 1. Latin American History (1 sem. $\frac{1}{2}$ CU) 2. World Problems (1 or 2 sem. $\frac{1}{2}$ or 1 CU) 3. Economics (1 or 2 sem. $\frac{1}{2}$ or 1 CU)	1. American Government (1 sem. $\frac{1}{2}$ CU) <u>Can be taken in 11th or 12th Grade</u> 4. Advanced Geography (1 sem. $\frac{1}{2}$ CU) 5. Law (1 or 2 sem. $\frac{1}{2}$ or 1 C.U.) 6. Sociology (1 or 2 sem. $\frac{1}{2}$ or 1 CU) 7. Advanced Placement or College level courses may be taken.
FOREIGN LANGUAGE	1. French II - IV 2. Spanish II - IV 3. Latin I - II - IV 4. German I - II 5. Russian I - II Each: (2 sem. 5 per. wk. 1 C.U.)	1. French III 2. Spanish III 3. Latin III 4. German II - III 5. Russian II - III Each: (2 sem. 5 per. wk. 1 C.U.) Advanced Placement or College level courses may be taken.
BUSINESS	Except in rare cases, students in Honors would not take courses in Business. Exception: Academic	Typing (2 sem. $\frac{1}{2}$ C.U.)
SHOP	Except in unusual cases, students in Honors would not take courses in Shop. Exception:	Mechanical Drawing (2 sem. $\frac{1}{2}$ CU)
HOME ECONOMICS	<u>Can be taken in 11th or 12th Grade</u> 1. Foods (2 sem. 5 per. wk. 1 CU) 2. Clothing (2 sem. 5 per. wk. 1 CU) 3. Home Management (1 sem. 5 per. wk. $\frac{1}{2}$ C.U.) 4. Children, Youth, and the Family (1 sem. 5 per. wk. 1 CU)	
ART	Art (2 sem. 5 per. wk. $\frac{1}{2}$ C.U.)	Art (2 sem. 5 per. wk. $\frac{1}{2}$ C.U.)
MUSIC	1. Choral Singing (2 sem. $\frac{1}{2}$ CU) 2. Band (2 sem. 1 CU) 3. Orchestra (2 sem. 1 CU) 4. Instrument (coaching) (2 sem. $\frac{1}{2}$ CU) 5. Organ Lessons (2 sem. $\frac{1}{2}$ CU) <u>Can be taken in 11th or 12th grade:</u> 1. Music History (2 sem. 1 CU) 2. Harmony (1 sem. $\frac{1}{2}$ CU) 3. Piano (2 sem. 1 CU)	1. Choral Singing (2 sem. $\frac{1}{2}$ CU) 2. Band (2 sem. 1 CU) 3. Orchestra (2 sem. 1 CU) 4. Instrument (coaching) (2 sem. $\frac{1}{2}$ CU) 5. Organ Lessons (2 sem. $\frac{1}{2}$ CU) 4. Orchestration (2 sem. 1 C.U.) 5. Music Appreciation (2 sem. 1 CU)
PHYSICAL EDUCATION	1. Phy. Ed. - Health (2 sem. 5 per. wk. No CU) 2. Driver Training (1 sem. may be taken in 10th, 11th, or 12th Grade - 5 periods wk. $\frac{1}{2}$ C.U.)	1. Phy. Ed. - Health (2 sem. 5 p. wk. No CU)
MILITARY SCIENCE	Cadets ^{II} (2 sem. 5 periods wk. 1 CU)	Cadets ^{III} (2 sem. 5 periods wk. 1 C.U.)

REEVALUATION OF STUDENT PLACEMENT

"If a student, parent, or teacher has any question concerning a student's placement in a track, he should feel free to ask the principal that the student's placement be reexamined. Such a reevaluation will be made even to the extent of retesting when necessary.

The permanent records of a student should be reviewed at least twice a year. Principals, counselors, and teachers should be ever on the lookout for students who should be given a trial in a more demanding track.

Permanent records of students are to be made freely accessible to teachers and counselors."

- John D. Koontz, Asst. Supt.

PLACEMENT IN THE REGULAR TRACK

"To be placed in the Regular Track, students must meet the following qualifications:

1. Generally, high normal IQ or above;
2. Emotional stability;
3. Achievement-test scores at least at grade level, particularly in English and mathematics;
4. Interest in doing college preparatory work;
5. Approval of parents and principal."

- John D. Koontz, Asst. Supt.

REGULAR TRACK COLLEGE PREP.

CROSS-TRACKING

"Students in one track may take courses in another track if they are qualified and have the approval of the principal.

However, in order to graduate from a track, the student must have taken ALL the courses specified as 'required for graduation' for that particular track.

For example, a student may have taken half his required courses in the Regular track and half in the General track. He will graduate from the General Track.

Thus, graduation from a particular track is not a matter of having taken a 'majority' of courses in that track. Instead it is a matter of fulfilling the exact requirements for graduation from the particular track.

When a student cross-tracks by taking courses in a higher track, he not only 'upgrades' himself generally, but he helps himself in the eyes of the college admission officer. All courses the student takes are clearly labeled on his record: H for Honors, R for Regular, G for General, or B for Basic."

- John D. Koontz, Asst. Supt.

ADVANCED PLACEMENT COURSES

"Advanced placement courses will not be limited to students in the Honors track. Regular track or General track students with the capacity should be encouraged to take advanced placement courses."

- John D. Koontz, Asst. Supt.

GRADING

"1. Students are not graded on a curve but against the absolute standard of student performance as measured against the content requirements of the course.

2. A full range of grades from A through F is possible in each track. An A in any track should represent superior performance in relation to the course content for that track.

3. The grades and courses of students which are sent to college admission offices are clearly labeled as to track. A mimeographed explanation of the 4-track curriculum, marking system, rank in class and accreditation accompany the photostatic transcript of the pupil's work.

4. It should be stressed that Honors students are not graded on a curve within the class but rather against the same set of standards set up for Regular track (college preparatory) students."

- John D. Koontz, Asst. Supt.

"Fewer than half the officers in the U.S. Foreign Service can read or speak French, German, or Spanish, and only a quarter of incoming foreign service officers are proficient in any foreign language."

- Washington Post - Feb. 1959

"SCHOOLS ASKED TO TIGHTEN UP MATH"

".....recommendations of a Commission of Mathematics that studied the problem for three years:

Geometry and algebra should be introduced in the 7th and 8th grades. The program should be designed so that superior students could complete it in one or one and a half years, then go on immediately to the 4-year high school program...

The 4-year program would be about one-half algebra, one-third geometry, and one-sixth analysis and statistics. For the small percent of exceedingly capable students, the program could be covered in three years, allowing a 4th year of analytic geometry and calculus of 'true college quality'".

- Washington Star - Feb. 1958

"I'm continually amazed by the number of parents who wait sternly for each monthly or quarterly report card, and erupt hysterically when Junior receives a poor grade or fails to do the night's homework, while at the same time, they pay little attention to what Junior is studying, and whether it will enable him to enter a good college.

- Benjamin Fine, "How To Be Accepted By the College of Your Choice"-1960

Generally, the science-math sequence is necessary for medical, engineering, or other highly technical training. A foreign language minor is a great asset.

The humanities sequence with a major and a minor in English, Social Studies, or Foreign Language prepares the student for law school, teacher training, social science, library, journalism training, and liberal arts education in general. A math minor becomes more and more a necessity.

Read the "Educational Requirements" column in the "Careers and Occupations" section in this handbook.

"Perhaps even sadder is the story of the high school student who DOES take the right minimum of preparatory courses, and then learns that in our present competitive situation the minimum isn't enough."

- Benjamin Fine - "How To Be Accepted By the College of Your Choice" 1960

REQUIRED FOR GRADUATION FROM THE REGULAR TRACK

8th grade

1. French, Spanish, or Latin I
 2. Elementary Algebra (I)
- Available to "Regular" students and credit given. HOWEVER, students must take 16 units above the 8th grade to graduate. Students taking Honors Foreign Language and Algebra are excused from usual requirement of $\frac{1}{2}$ unit of Business.

NOTE:

- Each subject counts as ONE Carnegie Unit toward graduation unless otherwise stated.
- Each subject is taken 1 period a day, 5 days a week, unless otherwise stated.
- In Junior High School, 6 periods of about 50 minutes each are available for classes.
- In Senior High School, 7 periods of about 50 minutes are available for classes.

9th grade Required subjects	10th grade Required subjects	11th grade Required subjects	12th grade Required subjects	Required C. Units
1. English I	1. English II	1. English III	1. English IV	Eng. 4
2. For.Lang.I or II	2. For.Lang.II or III	2. ELECTIVE	2. ELECTIVE	F.Lg. 2
3. Algebra I or II	3. Geometry	3. ELECTIVE	3. ELECTIVE	Math 2
4. ELECTIVE	4. *	4. U.S. History	4. Government $\frac{1}{2}$ ELECTIVE $\frac{1}{2}$	S.St. 1 $\frac{1}{2}$
5. *	5. Lab Science	5. *	5. *	Lab Sc. 1
6. Phy.Ed (2 per.wk.) Art(1 or 2 per.wk.) Music(1 or 2 per.wk.) (no credit)	6. Phy.Ed & Health (no credit)	6. Phy.Ed & Health (no credit)	6. Phy.Ed & Health (no credit)	
	7. Boys: Cadets $\frac{1}{2}$ or Band Girls: *	7. Boys: Cadets or Band Girls: *	7. Boys: Cadets or Band Girls: *	

Specified academic subjects required for graduation 10 $\frac{1}{2}$
Electives required for graduation 5 $\frac{1}{2}$
TOTAL REQUIRED FOR GRADUATION 16
(Cadets, or Band, extra (boys) 3 or 2 $\frac{1}{2}$)

* Available period for extra course, or study.

ELECTIVES SUGGESTED AS MOST USEFUL

FIELD or SEQUENCE	9th grade Choose 1 ELECTIVE Option: 1 as 5th sub.	10th grade Option: 1 as 5th subject	11th grade Choose 2 ELECTIVES Option: 1 as 5th sub.	12th grade Choose 2 $\frac{1}{2}$ ELECTIVES Option: 1 as 5th sub.
SOCIAL STUDIES	<u>Anc. & Med. History</u>	<u>Modern History</u>	<u>Sociology</u> $\frac{1}{2}$ or 1 <u>Law</u> $\frac{1}{2}$ or 1	<u>Sociology</u> $\frac{1}{2}$ or 1 <u>Law</u> $\frac{1}{2}$ or 1 <u>Economics</u> $\frac{1}{2}$ or 1 <u>Latin Am. History</u> $\frac{1}{2}$ <u>World Problems</u> $\frac{1}{2}$
FOR. LANGUAGE		<u>2nd For.Lang. I</u>	<u>For.Lang. III or IV</u> <u>2nd For.Lang. II</u> <u>2nd For.Lang. I</u>	<u>2nd For. Lang. III</u> <u>For. Lang. IV</u> <u>2nd For.Lang. II</u>
ENGLISH			<u>Journalism</u>	<u>Speech</u> <u>Advanced Composition</u> $\frac{1}{2}$ <u>Advanced Grammar</u> $\frac{1}{2}$
SCIENCE	<u>General Science</u>	<u>Biology</u> <u>Physical Sc.</u>	<u>Chemistry</u>	<u>Physics</u>
MATHEMATICS			<u>Intermed. Algebra</u>	<u>Solid Geometry</u> $\frac{1}{2}$ <u>Trigonometry</u> $\frac{1}{2}$ <u>Mech. Drawing</u> (2 sem. $\frac{1}{2}$ unit)

REGULAR TRACK

CATALOG DESCRIPTION OF COURSES

Sem. = Semester

C.U. = Carnegie Unit

8 th GRADE

Those "Regular" students taking both
1. French or Spanish or Latin I (2 sem.-1 C.U.)
2. Elementary Algebra (I) (2 sem. - 1 C.U.)
in 8th grade will follow the same 8th grade program as Honor Track students. See page 7 for catalog descriptions.

REGULAR PROGRAM-REQUIRED

1. ENGLISH (2 sem.-no C.U.)
Further training in reading, writing, speaking, listening. Emphasis on getting meaning, attacking words, adjusting rate of reading to purpose, effective writing, spelling, punctuation, handwriting. Selected pieces of literature studied.
2. MATHEMATICS (2 sem.-no C.U.)
Linear, square, cubic measure; volumes; extension of percents; arithmetic of banking, insurance; business problems. Budgets, savings, investment, taxation. First steps in algebra: symbolism, equations. Introduction to signed numbers; indirect measurement; ratio and proportion, properties of similar figures, scale drawing.
3. AMERICAN HISTORY (2 sem.-no C.U.)
American history from Columbus to present time. D.C. history treated briefly.
4. GENERAL SCIENCE (1 sem. no C.U.)
Health studies: food and digestion; effects of alcohol and narcotics. Environment studies: energy, transportation, communications, community health, chemistry in daily life. Introduction to biology and astronomy.
- FAMILY LIVING (1 sem. - no C.U.)
Basic factors enabling people to live together as a family unit. Boys and girls in separate classes.
5. FUNDAMENTALS OF BUSINESS (1 sem.-no C.U.)
Business information needed by consumers ---money, banking, budgets, credit, taxes, etc.
- HOME ECONOMICS (1 sem.-no C.U.) (girls)
Adolescent behavior; homemaking; good buying. Practice in meal planning, preparing; making one or more garments. Care of sick.
- or SHOP (1 sem.- no C.U.) (boys)
Usually printing shop fundamentals.

8 th GRADE (continued)

6. PHYSICAL EDUCATION (2 sem. -no C.U.)
Skills, rules of outdoor and indoor seasonal games. Tumbling, formal exercises for boys; dancing for girls. (2 periods a week)
- ART (2 sem. - no C.U.)
Experiences in lettering, posters, layout, block printing, etc. (1 or 2 periods wk.)
- MUSIC (2 sem. - no C.U.)
Continued experience part-singing, music appreciation. (1 or 2 periods a week)

9 th GRADE

REQUIRED

1. ENGLISH I (2 sem.- 1 C.U.)
Continued development of reading skill, oral and written expression, study skills, skills related to grammar and usage. Books read relate to "The Well-Informed Citizen" and "Living Together in a Democracy."
2. FRENCH OR SPANISH I (2 sem. - 1 C.U.)
(or FRENCH OR SPANISH II-see 9th gr.Honor)
Constant drill in correct pronunciation and writing. Fundamental principles of grammar. Reading provides basis for oral and written practice, knowledge of French or Spanish-speaking peoples.
- or LATIN I (2 sem. - 1 C.U.)
(or LATIN II - see 9th grade Honor Track)
Simple reading and drill in vocabulary and grammar, including declension of nouns and adjectives, conjugation of verbs in indicative and imperative; forms of participles and infinitives and use of indirect statement and ablative absolute.
3. ELEMENTARY ALGEBRA (I) (2 sem. - 1 C.U.)
Elementary algebra through the solution of quadratic equations by factoring. New math material of U. of Maryland used.
(or INTERMEDIATE ALGEBRA- see 9th gr.Honor)
4. ELECTIVE (2 sem. - 1 C.U.)
See "ELECTIVES" descriptions, immediately following. Choice between General Science and Ancient and Medieval History.
5. PHYSICAL EDUCATION (2 sem. -no C.U.)
Skills, rules of outdoor and indoor seasonal games. Tumbling, formal exercises for boys, dancing for girls. (2 periods a week)

(CONTINUED NEXT PAGE)

REGULAR TRACK

CATALOG DESCRIPTION OF COURSES

Sem. - Semester

Carnegie Unit - C.U.

9 th GRADE (continued)

ART (2 sem. - no C.U.)

Pupils choose one area of greatest interest from drawing, painting, sculpture, ceramics, lettering, weaving, etc. for expression in color and design. (1 or 2 periods a week)

MUSIC (2 sem. - no C.U.)

Choral, instrumental, listening experiences, with some sight-reading, musical notation, vocabulary. (1 or 2 periods a week)

OPTIONAL

6. ELECTIVE (as 5th subject) (2 sem.-1 C.U.)

See "ELECTIVES" descriptions. Choice between General Science and Anc. & Med. History.

10 th GRADE

REQUIRED

1. ENGLISH II (2 sem. - 1 C.U.)

Practice in written composition and correct speech. Reading includes story or a novel of adventure. Basic habits of poise, good posture, correct breathing, clear speech. The Article used as an example of expository writing. Read biographies and dramas.

2. FRENCH OR SPANISH II (2 sem. - 1 C.U.)

(or FRENCH OR SPANISH III-see 9th gr. Honor)

A reading course, covering about 200 pages of selected text. Much practice in oral and written work. New grammatical points taught as occasion arises.

or LATIN II (2 sem. - 1 C.U.)

(or LATIN III- see 9th grade, Honor Track)

Study of grammar completed. Reading includes stories, myths, and selections from Caesar's Gallic Wars.

3. PLANE GEOMETRY (2 sem.- 1 C.U.)

Demonstration of theorems and application of deductive reasoning to original exercises. Covers loci, similar polygons, areas of polygons, regular polygons and the circle.

4. BIOLOGY (2 sem. - 1 C.U.)

Introduction to the nature of living plants and animals. Skills in dissection and use of microscope developed in lab work.

or PHYSICAL SCIENCE (2 sem.- 1 C.U.)

Basic principles of light, sound, weather, machines, applied to everyday life. Practical applications of electricity, magnetism,

10 th GRADE (continued)

chemistry. Understanding the structure and composition of the earth; astronomy. Lab work to demonstrate principles.

5. PHYSICAL EDUCATION AND HEALTH

(2 sem. - no C.U.)

Skills, rules of outdoor and indoor seasonal games. Tumbling, formal exercises for boys, dancing for girls. Health Unit 1st semester: "Personal Health"; structure and functions of the body. 2nd semester: "First Aid" (Red Cross Standard Course).

6. CADETS (boys) (2 sem. - $\frac{1}{2}$ C.U.)

1st semester: How to stand, to march, to handle a rifle. Military rules of conduct, care of uniform, rifle, etc. 2nd semester: drill in squad, platoon, company. Rifle shooting.

CADETS: Boys are automatically enrolled in Cadets unless excused on written request by parent or physician. Cadet or Band credit may allow Senior ROTC placement in some colleges.

or BAND (2 sem. - 1 C.U.)

Wide range of band music played--symphonies, light classics, marches, etc. Basic principles of marching.

OPTIONAL:

7. ELECTIVE (as 5th subject) (2 sem.-1 C.U.)

See "ELECTIVES" descriptions immediately following.

11 th GRADE

REQUIRED

1. ENGLISH III (2 sem. - 1 C.U.)

American literature from colonial period to Civil War in first semester, and from Civil War to present in second semester. In both semesters, practice in written and oral expression.

2. UNITED STATES HISTORY (2 sem. - 1 C.U.)

Colonial period to the Civil War in 1st semester; Civil War to present in 2nd. sem.

3. ELECTIVE (2 sem. - 1 C.U.)

See "ELECTIVES" descriptions immediately following.

4. ELECTIVE (2 sem. - 1 C.U.)

See "ELECTIVES" descriptions immediately following.

5. PHYSICAL EDUCATION AND HEALTH

(2 sem. - no credit)

(CONTINUED ON NEXT PAGE)

REGULAR TRACK

CATALOG DESCRIPTION OF COURSES

Sem. = Semester

C.U. = Carnegie Unit

11th GRADE(continued)

Skills, rules of outdoor, indoor team seasonal games. Tumbling, formal exercises for boys, dancing for girls. Individual sports where facilities are available. 1st semester Health Unit: "Mental Health"--development of wholesome personality and behavior; principal problems of adolescent adjustment. 2nd semester: "Nutrition".

6. CADETS (boys) (2 sem. - 1 C.U.)

More practice in basic skills of soldiering. Drill, rifle shooting, map reading, use of compass.

or BAND (2 sem. - 1 C.U.)

Wide range of band music played--symphonies, light classics, marches, etc. Marching.

OPTIONAL

7. ELECTIVE as 5th subject (2 sem. - 1 C.U.)

See "ELECTIVES" descriptions immediately following.

12th GRADE

REQUIRED

1. ENGLISH IV (2 sem. - 1 C.U.)

1st semester - Two-thirds of time to written and oral expression, one-third to Elizabethan literature (Macbeth). Review of principles of composition and writing a long theme. Wide reading in periodicals, listening to selected radio and TV programs encouraged. 2nd semester: English literature of 19th and 20th centuries. Practice in written, oral expression.

2. GOVERNMENT (1 sem. - $\frac{1}{2}$ C.U.)

Duties, rights, responsibilities of citizens under our state and national systems of government. Problems of politics, taxation, regulation of public utilities. Current events given attention.

ELECTIVE (1 sem. - $\frac{1}{2}$ C.U.)

See "ELECTIVES" descriptions immediately following.

3. ELECTIVE (2 sem. - 1 C.U.)

See "ELECTIVES" descriptions immediately following.

4. ELECTIVE (2 sem. - 1 C.U.)

See "ELECTIVES" descriptions immediately following.

12th GRADE(continued)

5. PHYSICAL EDUCATION AND HEALTH

(2 sem. - no C.U.)

Emphasis on participation in games, advanced skills and strategy. Tumbling and formal exercises for boys, dancing for girls. Individual sports where facilities are available. 1st semester Health Unit: "Community Health": communicable disease control, sanitation, protection of food, water, milk supply; public, private health agencies; alcohol and narcotics as community problems. 2nd semester: No unit for boys. "Home Nursing" for girls.

6. CADETS (boys) (2 sem. - 1 C.U.)

Map reading, rifle firing, drilling. Begin to learn how to instruct younger cadets. In 2nd semester, command platoons, companies, larger units in drill. Instruction in military obligation, opportunities and benefits of life in armed services.

or BAND (2 sem. - 1 C.U.)

Wide range of music played--symphonies, light classics, marches, etc. Marching.

OPTIONAL

7. ELECTIVE as 5th subject (2 sem. - 1 C.U.)

See "ELECTIVES" descriptions immediately following.

CADETS: Boys are automatically enrolled in Cadets unless excused on written request by parent or physician. Cadet credit may allow Senior ROTC placement in some colleges.

SUGGESTED ELECTIVES

SOCIAL STUDIES

1. ANCIENT AND MEDIEVAL HISTORY

(2 sem. - 1 C.U.)

Mediterranean and Near Eastern peoples and cultures from dawn of history through break-up of Roman Empire; European culture and institutions through Middle Ages.

2. MODERN HISTORY (2 sem. - 1 C.U.)

Units of study: The Old Regime, French Revolution, Napoleonic Period, Reaction After 1815, Unification of Modern Nations, Political Progress in Britain, Expansion of European Interests, Far East, World War I, Between Wars, World War II, Rise of Soviet Union, Near East, current problems.

(CONTINUED)

REGULAR TRACK

CATALOG DESCRIPTION OF COURSES

Sem. - Semester

C.U. - Carnegie Unit

SUGGESTED ELECTIVES

(continued)

3. SOCIOLOGY (2 sem. - 1 C.U.)

Main topics: Principals of sociology. Problems of adolescence, marriage, and family responsibilities; choosing an occupation. Social institutions---family, community, government, school, church, property. Comparison of different types of societies.

4. ECONOMICS (1 or 2 sem. - $\frac{1}{2}$ or 1 C.U.)

Basic principles: Production, consumption, exchange, distribution. Problems of capital, labor in free-enterprise system.

5. WORLD PROBLEMS (1 sem. - $\frac{1}{2}$ C.U.)

Study of various national outlooks, traditions, political principles. Current events regarding international cooperation and rivalries discussed. Also, studies by individual student committees for class reports.

6. LAW (1 sem. or 2 sem. - $\frac{1}{2}$ or 1 C.U.)

Basic principles of law. Nature of evidence; legal language. Topics: contracts, property, liability, corporations, taxation and government regulation of business, elementary administrative law, etc.

7. LATIN AMERICAN HISTORY (1 sem. - $\frac{1}{2}$ C.U.)

Political, economic, social history of Latin American countries, their relations with the U.S.---Monroe Doctrine, subsequent inter-American policies, conferences, economics, political relations.

ENGLISH

1. SPEECH (2 sem.- 1 C.U.)

Critical appraisal of individual speech; drills for correct pronunciation and voice placement. Practice in oral readings, group discussion, panels, debates, techniques of public speaking and dramatic productions.

2. JOURNALISM (2 sem.- 1 C.U.)

News reporting; practice in writing main types of newspaper articles. School paper used as laboratory. Practice in proof-reading, newspaper make-up, layouts. Evaluation of newspapers and news broadcasts.

3. ADVANCED COMPOSITION (1 sem.- $\frac{1}{2}$ C.U.)

Writing of the sentence, the paragraph, the short theme, the long theme, narratives, descriptions, explanations, persuasions, letters. Written expression, increasingly mature, for pupils consistently above average in previous English work.

SUGGESTED ELECTIVES

4. ADVANCED GRAMMAR (1 sem. - $\frac{1}{2}$ C.U.)

Development and structure of the English language. Parts of speech, their logical and syntactical functions in various sentence forms. Study of conventions of speech and writing, current language tendencies.

MATHEMATICS

1. INTERMEDIATE ALGEBRA (2 sem. - 1 C.U.)

Review of fundamentals. Further study of quadratic equations. Powers, roots, negative and fractional exponents, binomial theorem.

2. SOLID GEOMETRY (1 sem. - $\frac{1}{2}$ C.U.)

Regular theorems pertaining to lines, planes, angles; properties and measurement of solids, including spheres. Optional: spherical trigonometry; problems relating to astronomy, geography, aviation, map making.

3. TRIGONOMETRY (1 sem. - $\frac{1}{2}$ C.U.)

Covers trigonometric functions, logarithms and the logarithmic solution of right triangles; circular measure and the mil; graphs of the 6 functions; trigonometric identities and formulas; solution of oblique triangle.

MECHANICAL DRAWING I (2 sem. - $\frac{1}{2}$ C.U.)

Topics covered: uses of instruments, geometric construction, lettering, alphabet of lines, shape description, sketching, placing views, use of LeRoy lettering set, sections, symbolic section lining, auxiliary views, revolutions, size descriptions, dimensioning studies and sketches.

SCIENCE

1. GENERAL SCIENCE (9th grade) (2 sem.- 1C.U.)

Man's control of his environment: use of energy; transportation; communications; community health, chemistry in daily life. Introduction to psychology, astronomy, biology.

2. BIOLOGY (2 sem. - 1 C.U.)

Introduction to the nature of living plants and animals. Skills in dissection and use of microscope developed in lab work.

3. PHYSICAL SCIENCE (2 sem. - 1 C.U.)

Basic principles of light, sound, weather, machines, applied to everyday life. Practical applications of electricity, magnetism, chemistry. Understanding structure and composition of the earth; astronomy. Lab work to demonstrate principles.

REGULAR TRACK

CATALOG DESCRIPTION OF COURSES

Sem. = Semester

C.U. = Carnegie Unit

SUGGESTED ELECTIVES (continued)

4. CHEMISTRY (2 sem. - 1 C.U.)

Units include chemical view of matter, structure of matter, solutions, colloidal dispersions, chemical reactions, periodic law, chemical families. Detailed study of several elements such as nitrogen, sulfur, carbon. May include study of metals. Problem solving in laboratory work.

5. PHYSICS (2 sem. - 1 C.U.)

Topics studied include heat, sound, light, energy; use of energy in machines; electricity and magnetism, molecular forces, motion; radio, gravity, heat, atomic energy. Problem solving in laboratory work.

FOREIGN LANGUAGE

1. FRENCH I or SPANISH I (2 sem. - 1 C.U.)

Constant drill in correct pronunciation and principles of grammar. Reading provides basis for oral and written practice and knowledge French or Spanish-speaking peoples.

2. FRENCH II or SPANISH II (2 sem. - 1 C.U.)

A reading course, covering about 200 pages of selected text. Much practice in oral and written work. New grammatical points taught as occasion arises.

3. FRENCH III or SPANISH III (2 sem. - 1 C.U.)

Intensive study of prose or dramatic literary works in each semester. Additional reading outside class. Intensive written practice, vocabulary building, some memorization of poetry and prose, grammar.

4. FRENCH IV or SPANISH IV (2 sem. - 1 C.U.)

Novel, play, collection of short stories, or drama each semester. Reports on outside reading may be required. Continued stress on fluency in spoken language, correctness in written expression.

5. LATIN I (2 sem. - 1 C.U.)

Simple reading and drill in vocabulary and grammar, including declension of nouns and adjectives, conjugation of verbs in indicative and imperative; forms of participles and infinitives and use of indirect statement and ablative absolute.

6. LATIN II (2 sem. - 1 C.U.)

Study of grammar completed. Reading includes stories, myths, and selections from Caesar's Gallic Wars.

SUGGESTED ELECTIVES

7. LATIN III (2 sem. - 1 C.U.)

Read 1000 to 1200 lines of prose each semester, mainly from Cicero, Pliny, and Sallust. Occasional prose composition given.

8. LATIN IV (2 sem. - 1 C.U.)

1500 to 2000 lines of Virgil's Aeneid, with some Ovid and Catullus, each semester. Occasional prose composition. Enlarge vocabulary.

9. GERMAN I (2 sem. - 1 C.U.)

Vocabulary building; grammar derived from its use in reading. Reading concerns German life and culture. Grammar covers forms of nouns, adjectives, pronouns; present of modal auxiliaries; indicative and imperative verb forms, including separable and reflexive verbs.

10. GERMAN II (2 sem. - 1 C.U.)

Reading course of 200 pages, oral and written practice. Study of basic grammar completed. Emphasis on vocabulary building.

11. GERMAN III (2 sem. - 1 C.U.)

Intensive reading of 100 to 150 pages of well-known German play or novel, each semester. Oral and written practice, some memorization of literary passages. Emphasis on vocabulary building. Some outside reading.

12. RUSSIAN I (2 sem. - 1 C.U.)

Build large, usable vocabulary through direct conversational approach. Learn Cyrillic alphabet. Reading provides basis for written and oral practice, fundamental grammar.

13. RUSSIAN II (2 sem. - 1 C.U.)

Reading continues as the basis for oral and written practice and introduces new grammatical principles. Vocabulary building; skill in speaking and understanding the language.

OTHER ELECTIVE COURSES ARE AVAILABLE in addition to these "SUGGESTED Electives".

See the "Available - Regular Track" chart on the next page for the complete list.

Most are in music, art, home economics, shop and business.

AVAILABLE - REGULAR TRACK

FIELD	9th GRADE	10th GRADE
ENGLISH	English I (2 sem.-5 per. wk.-1 C.U)	English II (2 sem.-5 per. wk. - 1 C.U.)
MATH	1. Elementary Algebra (I) 2. Intermediate Algebra (II) Each: (2 sem.-5 periods wk.-1 C.U.)	1. Plane Geometry Each: (2 sem.-5 periods wk.- 1 C.U.)
SCIENCE	General Science (2 sem. 5 periods wk.- 1 C.U.)	1. Biology (with lab) 2. Physical Science (with lab) Each:(2 sem.-5 periods wk.-1 C.U.)
SOCIAL STUDIES	Ancient and Medieval History (2 sem.-5 periods wk.- 1 C.U.)	1. World History (2 sem.-5 per.wk.1 CU) 2. Modern History (2 sem. 5 per.wk.1 CU)
FOREIGN LANGUAGE	1. French I - II 2. Spanish I - II 3. Latin I - II Each : (2 sem.-5 periods wk.-1 C.U.)	1. French I - II - III 2. Spanish I - II - III 3. Latin I - II - III 4. German I 5. Russian I Each: (2 sem.- 5 periods wk.- 1 C.U.)
BUSINESS	Typing (2 sem. 5 periods wk.- $\frac{1}{2}$ CU)	1. Introduction to Business(1 sem-5 p.- $\frac{1}{2}$ CU) 2. Record Keeping (1 sem.-5 per.wk.- $\frac{1}{2}$ CU) 3. Typing (2 sem.-5 periods wk.- $\frac{1}{2}$ CU)
SHOP (INDUSTRIAL ARTS)	1. Mechanical Drawing(available 9 JHS) 2. Electricity (available 7 JHSchs) 3. Printing (available 21 JHSchs) 4. Woodworking (available 21 JHSchs) Each:(2 sem.-5 periods wk.- $\frac{1}{2}$ C.U.)	1. Mechanical Drawing (in all but Dunbar) 2. Electricity (available 2 Sr. H.Schs) 3. Printing (available 8 Sr. H. Schs) 4. Woodworking (available 6 Sr. HSchs) 5. Auto mechanics (Cardozo only) Each:(2 sem.-5 periods wk.- $\frac{1}{2}$ C.U.)
HOME ECONOMICS	1. Homemaking(2 sem.-5 per.wk.-1 CU) 2. Foods (2 sem.-5 per. wk.- 1 C.U.) 3. Clothing(2 sem.-5 per.wk- 1 C.U.)	1. Foods(2 sem.-5 per. wk.- 1 C.U.) 2. Clothing (2 sem.-5 per.wk.- 1 C.U.)
ART	1. Art (2 sem.-1 or 2 per.wk-No C.U) 2. Major Art (2 sem. $\frac{1}{2}$ C.U. 5 per.wk)	Art (2 sem.- 5 periods wk.- $\frac{1}{2}$ C.U.)
MUSIC	1. Band (2 sem. 5 per wk. $\frac{1}{2}$ CU) 2. Singing (2 sem.-1 or 2 periods a week- No C.U.) 3. Major Choral (2 sem. $\frac{1}{2}$ C.U. 5 p.wk) 4. Orchestra (2 sem. $\frac{1}{2}$ C.U. 5 per.wk)	1. Choral Singing (2 sem. $\frac{1}{2}$ C.U. 5per.wk.) 2. Band (2 sem. 1 C.U. 5 per.wk.) 3. Orchestra (2 sem. 1 C.U. 5 per.wk.) 4. Instrument(coaching) (2 sem. $\frac{1}{2}$ C.U.5p.wk) 5. Organ Lessons (2 sem. $\frac{1}{2}$ C.U.5 per wk.) 6. Music History (2 sem. 1 CU 5 per wk.) 7. Music Appreciation (2 sem. 1 CU 5p.wk)
PHYSICAL EDUCATION	Physical Education Activities (2 sem.-2 periods wk.- No C.U.)	1. Phy.Ed-Health(2 sem.5 per.wk-No CU) 2. Driver Training (1 sem.-5 per.wk.- $\frac{1}{2}$ CU)
MILITARY SCIENCE		Cadets I(2 sem.- 5 periods wk.- $\frac{1}{2}$ C.U)

AVAILABLE - REGULAR TRACK

FIELD	11th GRADE	12th GRADE
ENGLISH	1. English III (2 sem. 1 C.U. 5 p.wk) <u>Can be taken in 11th or 12th Grade</u> 1. Journalism (2 sem. 5 periods wk.- 1 C.U.) 2. Speech (2 sem. 5 periods wk. - 1 C.U.) 3. Advanced Grammar (1 sem. 5 periods wk.- $\frac{1}{2}$ C.U.) 4. Advanced Composition (1 sem. 5 periods week. $\frac{1}{2}$ C.U.)	1. English IV (2 sem. 1 C.U. 5 p.wk) 1. Solid Geometry (1 sem. $\frac{1}{2}$ C.U.) 2. Trigonometry (1 sem. $\frac{1}{2}$ C.U.) 3. College Algebra (1 sem. $\frac{1}{2}$ C.U.) 4. Analytic Geometry (1 sem. $\frac{1}{2}$ C.U.) (Each: 5 periods week)
MATH	(Each: 5 periods week) 1. Plane Geometry (2 sem. 1 C.U.) 2. Solid Geometry (1 sem. $\frac{1}{2}$ C.U.) 3. Trigonometry (1 sem. $\frac{1}{2}$ C.U.) 4. Intermediate Algebra (2 sem. 1 CU)	1. Solid Geometry (1 sem. $\frac{1}{2}$ C.U.) 2. Trigonometry (1 sem. $\frac{1}{2}$ C.U.) 3. College Algebra (1 sem. $\frac{1}{2}$ C.U.) 4. Analytic Geometry (1 sem. $\frac{1}{2}$ C.U.) (Each: 5 periods week)
SCIENCE	<u>Can be taken in 11th or 12th Grade:</u> 1. Physics (with lab) (Prerequisite: Elem. Algebra) 2. Chemistry (with lab) (Prerequisite: Elem. Algebra) 3. Biology (with lab) 4. Physical Science (with lab) Each: (2 sem. 5 periods wk. - 1 C.U.)	
SOCIAL STUDIES	1. U.S. History (2 sem. 1 C.U. 5p.wk) <u>Can be taken in 11th or 12th Grade</u> (Each: 5 periods week) 1. Latin American History (1 sem. $\frac{1}{2}$ CU) 2. World Problems (1 sem. $\frac{1}{2}$ C.U.) 3. Economics (1 or 2 sem. $\frac{1}{2}$ or 1 CU)	1. American Government (1 sem. $\frac{1}{2}$ CU, 5p.wk) 4. Advanced Geography (1 sem. $\frac{1}{2}$ C.U.) 5. Law (1 or 2 sem. - $\frac{1}{2}$ or 1 C.U.) 6. Sociology (1 or 2 sem. - $\frac{1}{2}$ or 1 C.U.)
FOREIGN LANGUAGE	1. French I - II - III - IV 2. Spanish I - II - III - IV 3. Latin I - II - III - IV 4. German I - II 5. Russian I - II Each: (2 sem. - 5 per. wk. 1 C.U.)	1. French II - III - IV 2. Spanish II - III - IV 3. Latin II - III - IV 4. German II 5. Russian II Each: (2 sem. 5 per. wk. 1 C.U.)
BUSINESS	<u>Can be taken in 11th or 12th Grade</u> 1. Bookkeeping (2 sem. 1 CU - 5 per.wk) 2. Shorthand (2 sem. 1 CU - 5 per.wk.) 3. Typing (2 sem. $\frac{1}{2}$ CU - 5 per.wk) 4. Office Machines (1 sem. $\frac{1}{2}$ CU 5p.wk)	
SHOP	May take courses in any Industrial	Arts (Shop) listed in 10th Grade
HOME ECONOMICS	11th or 12th GRADE 1. Foods (2 sem. 5 per.wk. 1 C.U.) 2. Clothing (2 sem. 5 periods wk. 1 C.U.) 3. Home Management (1 sem. 5 per.wk. $\frac{1}{2}$ C.U.) 4. Children, Youth, and Family (1 sem. 5 per.wk. C.U.)	
ART	Art (2 sem. 5 per. wk. $\frac{1}{2}$ C.U.)	Art (2 sem. 5 per. wk. $\frac{1}{2}$ C.U.)
MUSIC	1. Choral Singing (2 sem. $\frac{1}{2}$ CU, 5p.wk) 2. Band (2 sem. 1 CU, 5 per.wk.) 3. Orchestra (2 sem. 1 CU, 5 per.wk) 4. Instrument (coaching) (2 sem. $\frac{1}{2}$ CU, 5p) 5. Organ Lessons (2 sem. $\frac{1}{2}$ CU, 5 per.wk) <u>Can be taken in 11th or 12th Grade</u> 1. Music History (2 sem. 1 CU) 2. Harmony (1 sem. $\frac{1}{2}$ CU) 3. Piano (2 sem. 1 CU) (Each: 5 periods a week)	1. Choral Singing (2 sem. $\frac{1}{2}$ CU, 5p.wk) 2. Band (2 sem. 1 CU, 5 per. wk) 3. Orchestra (2 sem. 1 CU per.wk.) 4. Instrument (coaching) (2 sem. $\frac{1}{2}$ CU, 5p) 5. Organ Lessons (2 sem. $\frac{1}{2}$ CU, 5p.wk) 4. Orchestration (2 sem. 1 CU) 5. Music Appreciation (2 sem. 1 CU)
PHYSICAL EDUCATION	1. Phy.Ed.-Health (2 sem. 5 per.wk - No C.U.) 2. Driver Training (1 sem. may be taken in 10th, 11th, or 12th grade - 5 periods wk. - $\frac{1}{2}$ C.U.)	1. Phy.Ed.-Health (2 sem. 5p.wk. No CU)
MILITARY SCIENCE	Cadets ^{II} (2 sem. - 5 periods wk. - 1 C.U.)	Cadets ^{III} (2 sem. - 5 periods wk. - 1 C.U.)

STANDARDS FOR ACADEMIC COURSES

"Academic courses in algebra, plane and solid geometry, analytic geometry, trigonometry, or calculus will be taught at the standard college preparatory level (Regular Track) or higher whenever they are scheduled in a senior high school, summer school, or evening school in the District of Columbia public school system...Courses in biology, physics, and chemistry will be taught at the Regular or Honors level (track).... All foreign language courses will carry Regular or Honors level credit.

General track students eligible by reason of previous experience, preparation, and academic achievement may be enrolled in these courses. Such students will be required to meet the obligations of these courses at the levels standardized for them. When they successfully complete any such courses, the grade will be recorded in the permanent records as a grade at the Regular or Honors level, of course."

- Superintendent Carl Hansen, with affirmation by the Board of Education

CROSS-TRACKING

"Students in one track may take courses in another track if they are qualified and have the approval of the principal.

However, in order to graduate from a track, the student must have taken ALL the courses specified as 'required for graduation' for that particular track.

For example, a student may have taken half his required courses in the Regular track and half in the General track. He will graduate from the General track.

Thus, graduation from a particular track is not a matter of having taken a 'majority' of courses in that track. Instead it is a matter of fulfilling the exact requirements for graduation from the particular track.

When a student cross-tracks by taking courses in a higher track, he not only 'upgrades' himself generally, but he helps himself in the eyes of the college admission officer. All courses the student takes are clearly labeled on his record: H for Honors, R for Regular, G for General, or B for Basic."

- John D. Koontz, Asst. Supt.

PLACEMENT IN GENERAL TRACK

"All students are placed in the General Track who are not eligible for or assigned to other tracks."

- John D. Koontz, Asst. Supt.

GENERAL TRACK

GRADING

"1. Students are not graded on a curve but against the absolute standard of student performance as measured against the content requirement of the course.

2. A full range of grades from A through F is possible in each track. An A in any track should represent superior performance in relation to the course content for that track.

3. The grades and courses of students which are sent to college admission offices are clearly labeled as to track. A mimeographed explanation of the 4-track curriculum, marking system, rank in class, and accreditation accompany the photostatic transcript of the pupil's work."

- John D. Koontz, Asst. Supt.

REEVALUATION OF STUDENT PLACEMENT

"If a student, parent, or teacher has any question concerning a student's placement in a track, he should feel free to ask the principal that the student's placement be reexamined. Such a reevaluation will be made even to the extent of retesting when necessary.

The permanent records of a student should be reviewed at least twice a year. Principals, counselors, and teachers should be ever on the lookout for students who should be given a trial in a more demanding track.

Permanent records of students are to be made freely accessible to teachers and counselors."

- John D. Koontz, Asst. Supt.

"Teen agers have been given the freedom in recent years to pick and choose subjects in their junior and senior years, and quite a few tend to pick typing as more attractive, let us say, than a second language...or driver education as more practical than a social science...

Then one day, such students learn that they are unacceptable at accredited colleges...."

- Benjamin Fine - "How To Be Accepted By the College of Your Choice" 1960

REQUIRED FOR GRADUATION FROM THE GENERAL TRACK

NOTE:

- Each subject counts as ONE Carnegie Unit toward graduation UNLESS OTHERWISE STATED.
- Each subject is taken 1 period a day, 5 days a week, unless otherwise specified.
- In Junior High School, 6 periods of about 50 minutes each are available for classes.
- In Senior High School, one extra period is optional.

9th grade	10th grade	11th grade	12th grade	Required Units
1. English I	1. English II	1. English III	1. English IV	Eng. 4
2. Math	2. ELECTIVE	2. ELECTIVE	2. ELECTIVE	Math 1
3. ELECTIVE	3. Lab Science	3. ELECTIVE	3. ELECTIVE	LabSc. 1
4. ELECTIVE	4. ELECTIVE	4. U.S. History	4. Government $\frac{1}{2}$ ELECTIVE $\frac{1}{2}$	S.St. 1 $\frac{1}{2}$
5. Phy.Ed.(2 per.wk) Art(1 or 2 per.wk) Music(1 or 2 per.wk) (no credit)	5. Phy.Ed.& Health (no credit)	5. Phy Ed.& Health (no credit)	5. Phy.Ed.& Health (no credit)	
6. *	6. *	6. *	6. *	
	7. Boys: Cadets $\frac{1}{2}$ or Band Girls: *	7. Boys: Cadets or Band Girls: *	7. Boys: Cadets or Band Girls: *	

Specified academic subjects required for graduation 7 $\frac{1}{2}$
Electives required for graduation 8 $\frac{1}{2}$
TOTAL REQUIRED FOR GRADUATION 16
Cadets, or Band, extra (boys) 2 $\frac{1}{2}$ or 3

* Available for study period or extra course.

SUGGESTED ACADEMIC SEQUENCE - HUMANITIES

- John D. Koontz

"Students planning to enter college should (except in most unusual cases) plan to meet the more demanding academic subject requirements of the Regular track in order to be well prepared. A hybrid General-Regular track program, of course, could include Regular academic courses and General elective courses."

9th	10th	11th	12th
1. English I (required)	1. English II (req.)	1. English III (req.)	1. English IV (required)
2. Elementary Algebra (Regular track)	2. Modern History	2. U.S. History	2. Geometry (Regular track)
3. General Science	3. Biology or Physical Science (Regular track)	3. For.Lang.I or II (Regular track)	3. Government $\frac{1}{2}$ Economics or Law $\frac{1}{2}$
4. Anc.& Med.History	4. For. Lang. I(or II) (Regular track)	4. Speech or Sociology	4. Journalism or Sociology or For. Lang.III or IV (Regular track)
5. Phy.Ed.-Art-Music (required)	5. Phy.Ed.& Health (required)	5. Phy Ed.& Health (required)	5. Phy.Ed.& Health (required)
6. Study period or 5th subject (For.Lang.I suggest- ed as most useful)	6. Boys: Cadets or Band (req.) Girls: Study or elective. Home Econ. suggested.	6. Boys: Cadets or Band (req.) Girls: study or elective.Home Econ. suggested.	6. Boys: Cadets or Band (req.) Girls: study or elective. Home Econ. suggested.
	7. OPTIONAL: Elective Music, art suggested.	7. OPTIONAL: Elective Music, art suggested	7. OPTIONAL: Elective Music, art, or For. Lang. II, III, or IV suggested

GENERAL TRACK SEQUENCES

SUGGESTED ACADEMIC SEQUENCE - SCIENTIFIC or MATHEMATICAL

(For students who may continue training in technical, scientific, or skilled trade fields.)

9th	10th	11th	12th
1. English I	1. English II	1. English III	1. English IV
2. General Math or Elem. Algebra(I) (Regular track)	2. Modern History	2. U.S. History	2. Government $\frac{1}{2}$ Economics or Law $\frac{1}{2}$
4. Anc. & Med. History	3. Biology or Physi- cal Sc.(Regular track)	3. Chemistry, or Biology or Phy.Sc.(Regular Tr)	3. Chemistry or Physics (Regular track)
5. Phy. Ed.-Art-Music (required)	4. Elem. Algebra or Plane Geometry (Regular track)	4. Inter.Algebra or Plane Geometry (Regular track)	4. Inter. Algebra or Solid Geometry/Trig (Reg.track)or Mechan. Drawing
6. Study period or 5th subject (For. Lang. I suggested as most useful)	5. Phy. Ed.-Health (required)	5. Phy Ed.- Health (required)	5. Phy.Ed.-Health (req.)
	6. Boys: Cadets or Band (required) Girls: Study period or elective. <u>Typing</u> or <u>Home Ec.</u> suggested	6. Boys: Cadets or Band (required) Girls: Study period or elective. <u>Typing</u> or <u>Home Ec.</u> suggested.	6. Boys: Cadets or Band (required) Girls: Study period,or elective. <u>Typing</u> or <u>Home</u> <u>Ec.</u> suggested.
	7. OPTIONAL: Elective Foreign Language (Regular track) is required for college admission in some places, including D.C. Teachers College.	7. OPTIONAL: Elective	7. OPTIONAL: Elective

SUGGESTED BUSINESS - SECRETARIAL SEQUENCE

(For girls, primarily, preparing for skilled jobs in offices.)

9th	10th	11th	12th
1. English I (required)	1. English II (req)	1. English III (req)	1. English IV (required)
2. Business Arith. (required)	2. Lab Science (req.)	2. U.S. History (req)	2. Government $\frac{1}{2}$ (req) Law $\frac{1}{2}$
3. Phy.Ed.-Art-Music (required)	3. Phy.Ed.-Health (required)	3. Phy Ed.- Health (required)	3. Phy Ed. -Health (required)
4. Civics-Geography	4. Business Skills and Record Keeping	4. Shorthand	4. Transcription
5. General Business	5. Typing II	5. Typing III	5. Transcription
6. Typing I	6. Boys: Cadets or Band (required) Girls: Study or elective. Home Ec. suggested.	6. Boys: Cadets or Band (required) Girls: Study or elective. Home Ec. suggested.	6. Boys: Cadets or Band (required) Girls: Study or elective. Home Ec. suggested.
	7. OPTIONAL: Elective (<u>Modern</u> <u>History</u> strongly recommended.)	7. OPTIONAL: Elective (<u>Bookkeeping</u> strongly urged.)	7. OPTIONAL: Elective (<u>Office Machines</u> strongly urged.)

(ALL SUGGESTED SEQUENCES WERE DRAWN UP IN THE OFFICE OF ASSISTANT SUPERINTENDENT JOHN D. KOONTZ, D.C. PUBLIC SCHOOLS)

GENERAL TRACK SEQUENCES

SUGGESTED BUSINESS - RETAILING SEQUENCE

(For students preparing for jobs as salesclerks)

9th	10th	11th	12th
same as for secretarial sequence	same as for secretarial sequence	<ol style="list-style-type: none"> 1. English III (req.) 2. U.S. History (req) 3. Phy. Ed.-Health(req) 4. Bookkeeping 5. Law 6. Boys: Cadets or Band (required) Girls: Study period or elective. Home Ec. suggested. 7. OPTIONAL: Elective 	<ol style="list-style-type: none"> 1. English IV (required) 2. Government $\frac{1}{2}$ (req.) Economics or Law $\frac{1}{2}$ 3. Phy. Ed. - Health (req) 4. Sales-Advertising 5. Cooperative Work 6. Boys: Cadets or Band (required) Girls: Study period or elective. Home Ec. suggested.

SUGGESTED BUSINESS - CLERICAL

(For students preparing for jobs as typists, general clerks)

9th	10th	11th	12th
same as for secretarial sequence	same as for secretarial sequence	<ol style="list-style-type: none"> 1. English III (req) 2. U.S. History (req) 3. Phy. Ed.- Health (required) 4. Merchandising Information and Merchandising 5. Bookkeeping 6. Boys: Cadets or Band (required) Girls: Study period or elective. Home Ec. suggested. 7. OPTIONAL: Elective 	<ol style="list-style-type: none"> 1. English IV (required) 2. Government $\frac{1}{2}$ (req) Law or Econ. or Sociology $\frac{1}{2}$ 3. Phy. Ed.- Health (required) 4. Office Practices and Filing 5. Office Machines 6. Boys: Cadets or Band (required) Girls: Study period or elective. Home Ec. suggested. 7. OPTIONAL: Elective

SUGGESTED BUSINESS - BOOKKEEPING SEQUENCE

(For students preparing for jobs as bookkeepers in small business offices, or preparing to enter accountancy schools)

9th	10th	11th	12th
same as for secretarial sequence	same as for secretarial sequence	<ol style="list-style-type: none"> 1. English III (req.) 2. U.S. History (req.) 3. Phy. Ed.- Health (required) 4. Bookkeeping I 5. Law 6. Boys: Cadets or Band (req) Girls: Study or Home Ec 7. OPTIONAL: Elective 	<ol style="list-style-type: none"> 1. English IV (required) 2. Government $\frac{1}{2}$ (req.) Economics or other social studies subject $\frac{1}{2}$ 3. Phy. Ed.- Health (required) 4. Bookkeeping II 5. Office Machines 6. Boys: Cadets or Band(r) Girls: Study or Home Ec. 7. OPTIONAL: Elective

GENERAL TRACK SEQUENCES

SUGGESTED SHOP OR HOME ECONOMICS SEQUENCE

(For students who are preparing for domestic, semi-skilled jobs or trades, or for apprenticeships and special schools in electrical or mechanical fields)

9th	10th	11th	12th
1. English I (req)	1. English II (req)	1. English III (req)	1. English IV (required)
2. General Math (req)	2. Lab Science (req)	2. U.S. History (req)	2. Government $\frac{1}{2}$ (req)
3. Shop or Home Ec.	3. Shop or Home Ec.	3. Shop or Home Ec.	3. Shop or Home Ec.
4. Shop or Home Ec.	4. Shop or Home Ec.	4. Shop or Home Ec.	4. Shop or Home Ec.
5. Phy.Ed.-Art-Music (required)	5. Phy.Ed.-Health (required)	5. Phy.Ed.-Health (required)	5. Phy. Ed.-Health (required)
6. Civics-Geography	6. Boys: Cadets or Band (required) Girls: Study period or Elective (Typing recommended)	6. Boys: Cadets or Band (required) Girls: Study period or Elective (Typing recommended)	6. Boys: Cadets or Band (required) Girls: Study period or Elective
	7. OPTIONAL: Elective (Recommended for Mech. Drawing, Electri- city shop majors: <u>Algebra</u>)	7. OPTIONAL: Elective (Recommended for Mech. Drawing, Electri- city shop majors: <u>Plane Geometry</u>)	7. OPTIONAL: Elective (Recommended for Mech. Drawing, Electri- city shop majors: <u>Intermediate Algebra</u>)

A sequence with a music or art major is not recommended. Students interested in Music or Art should take them as extra electives in an academic, business, or shop sequence.

OTHER PROGRAMS OR SEQUENCES CAN
BE WORKED OUT FROM THE AVAILABLE COURSES.

HOWEVER, the student should make sure
that his program adds up to something.

Beware of Electing Yourself Out of a Useful Education

"While the school has the responsibility for suggesting a program of study fitted to meet the needs, interests, and aptitudes of the student, it must be recognized that final responsibility for the student's program must rest with the parents. Therefore we urge that parents cooperate closely with the school and give careful consideration to the selection of courses at the Senior High School level."

- Asst. Supt. John D. Koontz, D.C. Public Schools

GENERAL TRACK

CATALOG DESCRIPTION OF COURSES

Sem. - Semester

C.U. - Carnegie Unit

8th GRADE

The program for the 8th grade General Track is the same as the 8th grade for the Regular Track. See page 17 for the description of courses.

9th GRADE ACADEMIC SUBJECTS

ENGLISH

1. ENGLISH I (2 sem. - 1 C.U.)(required)
Continued development of reading skills, oral and written expression, study skills, skills related to grammar and usage. Looks read relate to "The Well-Informed Citizen" and "Living Together in a Democracy".

MATHEMATICS 1 C.U. required

1. GENERAL MATHEMATICS (2 sem. - 1 C.U.)
Fundamental operations and applications to practical problems; measurement and informal geometry; graphs; scale drawing; problems of family finance. Brief introduction to algebra. Alternative to algebra. Fulfills math requirement for graduation, but does not give sufficient preparation for plane geometry.

or

2. ELEMENTARY ALGEBRA (I) (2 sem. - 1 C.U.)
Available in Regular Track. For description, see page 17 under "9th Grade - Required".

or

3. BUSINESS ARITHMETIC (2 sem. - 1 C.U.)
Development of competency in arithmetic as applied to business situations. Topics include costs, expenses, taxes, payrolls, interest, discount.

SCIENCE

1. GENERAL SCIENCE (2 sem. - 1 C.U.) (elective)
Man's control of his environment: use of energy; transportation; communications; community health, chemistry in daily life. Introduction to psychology, astronomy, biology,

SOCIAL STUDIES

1. ANCIENT AND MEDIEVAL HISTORY (2 sem. - 1 C.U.) (elective)
Mediterranean and Near Eastern peoples and cultures from dawn of history through break-up of Roman Empire; European culture and institutions through Middle Ages.

9TH GRADE ACADEMIC SUBJECTS(continued)

2. CIVICS (1 sem. - $\frac{1}{2}$ C.U.) (elective)
Principles of government, community planning, individual self-study, vocational guidance; housing, health, sanitation, recreation, fire protection, water supply, taxes and community improvement studied.
3. WORLD GEOGRAPHY(1 sem.- $\frac{1}{2}$ C.U.)(elective)
Comprehensive view of world geography. Topics: continents, climates, time belts, ocean currents, mathematical principles for understanding world geography.

FOREIGN LANGUAGES

See "Foreign Language" descriptions for Regular Track, page 21.

9th GRADE MINOR SUBJECTS (required)

PHYSICAL EDUCATION (2 sem. - no C.U.)
Skills, rules of outdoor and indoor seasonal games. Tumbling, formal exercises for boys, dancing for girls. (2 periods a week)

ART (2 sem. - no C.U.)
Pupils choose one area of greatest interest from drawing, painting, sculpture, ceramics, lettering, weaving, etc. for expression in color and design. (1 or 2 periods a week)

MUSIC (2 sem. - no C.U.)
Choral, instrumental, listening experiences, with some sight-reading, musical notation, vocabulary. (1 or 2 periods a week)

9th GRADE BUSINESS SUBJECTS in recommended program

1. GENERAL BUSINESS (2 sem.-1 C.U)(elective)
General business knowledge and skills, practices applicable to business conduct above those required in daily consumer transactions. Some topics: forms used in handling money, mechanics of distribution, insurance, banking, credit, legal principles in business transactions and relationships.
2. TYPING I (2 sem. - $\frac{1}{2}$ C.U.)(elective)
Foundation of correct typing technique. Study of good form for typewritten letters. Development of appraisal of own work.

GENERAL TRACK

CATALOG DESCRIPTION OF COURSES

Sem. = Semester

C.U. = Carnegie Unit

9th GRADE SHOP

For each: (2 sem.- 1 C.U.- 10 periods a week)
or
(2 sem.- $\frac{1}{2}$ C.U.- 5 periods a week)

1. WOODWORKING (elective)
(Offered in 21 Junior High Schools)
Styles of furniture studied. Individual projects in making wooden articles.

2. PRINTING (elective)
(Offered in 21 Junior High Schools)
Typographical layout, planning the job, stonework, imposition, styles, displays. Cards, forms, pages printed on school press. Study of inks, paper, binding; linoleum block, silk screen processes.

3. METALCRAFT (elective)
(Offered in 19 Junior High Schools)
Basic operations---drawing plans, laying out, cutting out, forming and fastening metal. Introduction to art metalwork: beating down, fluting, bumping, raising, piercing metal. Chasing, etching, hand soldering. Individual projects making articles.

4. MECHANICAL DRAWING (elective)
(Offered in 9 Junior High Schools)
Place of mechanical drawing in industry; geometric forms, isometric and cabinet drawings, revolved views, section views. Working drawings, pattern development, drafting.

5. ELECTRICITY (elective)
(Offered in 7 Junior High Schools)
History of electricity. Batteries, generators, circuits, wiring methods. Electrical machinery; generation and distribution of electricity in a large city. Simple alternating current principles; electron tube. Individual projects and jobs.

6. GENERAL SHOP (elective)
(Offered in 6 Junior High Schools)
Use and care of simple machine tools for processing common materials of industry. Individual projects making articles of leather, wood, metal, plastics.

7. SHOE REPAIRING (elective)
(Offered at Terrell and Randall Junior High Schools only) General repair to ordinary shoes; use of shoe repair machinery. Special shoes studied.

9th GRADE HOME ECONOMICS

1. HOMEMAKING (2 semesters-1 C.U.) (elective)
Time and money management; clothing and textiles; food planning and preparing for special occasions.

10th GRADE ACADEMIC SUBJECTS

ENGLISH

1. ENGLISH II (2 sem.-1 C.U.) (required)
Practice in written composition and correct speech. Reading includes a short story or novel of adventure. Basic habits of poise, good posture, correct breathing, clear speech. The Article used as an example of expository writing. Read biographies, dramas.

MATHEMATICS

1. ELEMENTARY ALGEBRA(I) (2 sem.- 1 C.U.) (elective) See Regular track, page 17 under "9th Grade - Required".
or,
2. PLANE GEOMETRY (2 sem. - 1 C.U.) (elective) See Regular track, page 18 under "10th Grade - Required".

SOCIAL STUDIES

1. MODERN HISTORY (2 sem. - 1 C.U.) (elective) Units of study: The Old Regime, the French Revolution, Napoleonic Period, Reaction after 1815, Unification of Modern Nations, Political Progress in Britain, Expansion of European Interests, Far East, World War I, Between Wars, Rise of Soviet Union, Near East.

2. WORLD HISTORY (2 sem. - 1 C.U.) (elective) Beginnings of civilization through present time; influence of Greece and Rome; broad movements of history in Europe, Far East, Americas.

FOREIGN LANGUAGE

1. FRENCH or SPANISH or GERMAN I or LATIN (2 sem. - 1 C.U.) (elective)
See Regular track, page 21, under "Foreign Language".

SCIENCE (required) (2 sem. - 1 C.U.)

1. DESCRIPTIVE BIOLOGY
Very much like general biology course.
31 Less emphasis on laboratory work; more emphasis on demonstration.

GENERAL TRACK

CATALOG DESCRIPTION OF COURSES

Sem. - Semester

C.U. - Carnegie Unit

10th GRADE MINORS

1. PHYSICAL EDUCATION AND HEALTH (2 sem. no C.U.) (required)

Team games according to the season; tumbling and formal exercises for boys; dancing for girls. Individual sports where facilities are available. Health Unit: "Personal Health" (structure and function of the body); 2nd semester - "First Aid" (Red Cross Standard Course).

2. CADETS (boys) (2 sem.- $\frac{1}{2}$ C.U.) (required)

How to stand, to march, handle a rifle. Military rules of conduct, care of uniform, rifle, etc. Drill in squad, platoon, company. Rifle shooting.

or, BAND (2 sem. - 1 C.U.)

Wide range of band music played--symphonic, overtures, light classics, musical comedy, marches, popular music. Basic principles of marching.

3. ART (2 sem.- $\frac{1}{2}$ C.U.) (elective)

Students from all grade levels with varying interests and abilities are enrolled in the same class. Beginners are organized into a group within the class. Exploration of various art media such as clay, paint, paper, wood, stone, etc.

4. MUSIC - MAJOR CHORAL (2 sem.- $\frac{1}{2}$ C.U.) (elective) Singing best of music literature in 4-to 8-part harmony. Exercises to develop good tone quality, voice placement, expression. Some music appreciation study.

5. MUSIC - ORCHESTRA (2 sem. - 1 C.U.) (elective) For pupils who play an instrument. Play good orchestral music, learn to follow directions and cooperate with other players. Some study of music fundamentals.

6. MUSIC - INSTRUMENT COACHING (2 sem.- $\frac{1}{2}$ C.U.) Coaching students in small groups; rehearsing music the band or orchestra plays. (Elective)

7. MUSIC - ORGAN LESSONS (2 sem.- $\frac{1}{2}$ C.U.) For students already trained in piano. Stops, pedals, organ technique. Playing organ music; accompanying singers. (elective)

10th GRADE BUSINESS

1. BUSINESS SKILLS AND RECORD KEEPING (2 sem.- 1 C.U.) (elective)

Six weeks each exploring shorthand, salesmanship, clerical work. Neatness, accuracy, legible handwriting, good habits in English. Keeping simple financial records that involve only a small amount of bookkeeping such as might be required by a family, club, or small business. Opportunity to explore various fields as a vocation.

2. TYPING II (2 sem.- $\frac{1}{2}$ C.U.) (elective)

Touch-typing techniques. Orderly work habits, self-appraisal of work. Development of speed and accuracy; production of mailable typewritten letters, clear carbon copies, and material with tabulations. Pupil should be able to pass Civil Service exam at end of this course.

10th GRADE SHOP

For each: (2 sem- 1 C.U.-10 periods a week)
or (2 sem.- $\frac{1}{2}$ C.U.- 5 periods a week)

1. AUTO MECHANICS (elective)

(Available at Cardozo only) Engines, auto systems, body; auto operation and repair. Bench work: soldering, riveting, etc.

2. ELECTRICITY (elective)

(Available at McKinley and Spingarn) Electron theory, conductors, batteries, generators, motors, meters, etc.

3. MACHINE SHOP (elective)

(Available at Eastern, McKinley, Spingarn) Planning, measuring, cutting out articles. Use of simple drill press, lathe, shaper, etc.

4. METALCRAFTS (elective)

(Available at Anacostia, Coolidge, McKinley, Wilson) Designing articles, cutting, bonding, shaping, embossing, etching.

5. PRINTING (elective)

(Available at Anacostia, Cardozo, Dunbar, Eastern, McKinley, Spingarn, Western, Wilson) Hand composition and press work.

6. SHOE REPAIR AND LEATHERCRAFTS (elective) (Available Dunbar only) Skills and techniques for repairing shoes.

GENERAL TRACK

Sem. = Semester

CATALOG DESCRIPTION OF COURSES

C.U. = Carnegie Unit

7. WOODWORKING (elective)

(Available Anacostia, Cardozo, Eastern, McKinley, Spingarn, Wilson) Cabinet making, upholstering, or carpentry. Hand and power tools to make articles.

8. MECHANICAL DRAWING (elective)

(Available in all except Dunbar) Use of instruments. Lettering; drawing objects to scale.

10th GRADE HOME ECONOMICS

1. FOODS (2 sem.-1 C.U.) (elective)

Adequate diet; food budget; table appointments. Planning, preparing, storing, serving food to specific numbers of people at a stated price.

2. CLOTHING (2 sem.- 1 C.U.) (elective)

Selection, care, repair, storage of clothing. Intelligent shopping. A garment constructed each semester.

11th GRADE ACADEMIC SUBJECTS

ENGLISH

1. ENGLISH III (2 sem.- 1 C.U.) (required)

1st semester: American literature from colonial period to Civil War. 2nd semester: American literature from Civil War to present. Both semesters: practice in written and oral expression.

2. SPEECH (2 sem. 1 C.U.) (elective)

Critical appraisal of individual speech; drills for correct pronunciation and voice placement. Practice in oral readings, group discussion, panels, debates; techniques of public speaking and dramatic productions.

MATHEMATICS (2 sem. 1 C.U.) (elective)

Elementary Algebra, Intermediate Algebra, or Plane Geometry. See Regular Track, page 17 under "9th Grade - Required" for Elementary Algebra. See Regular Track, page 20 under "Mathematics" for Intermediate Algebra. See Regular Track, page 18 under "10th Grade-Required" for Plane Geometry.

LAB SCIENCE (2 sem. - 1 C.U.) (elective)

Biology, Physical Science, Chemistry. See Regular Track, page 20-21 under "Science".

FOREIGN LANGUAGE (2 sem. - 1 C.U.)

(elective) French, Spanish, German, Latin, Russian. See Regular Track, page 21 under "Foreign Language".

SOCIAL STUDIES

1. UNITED STATES HISTORY (2 sem.- 1 C.U.) (required)

Colonial period to Civil War in first semester. Civil War to present in second.

2. LAW (1 or 2 semesters- $\frac{1}{2}$ or 1 C.U.)

(elective) Topics covering common demands of everyday life: contracts, property, liability, insurance, partnerships and corporations, taxation, governmental regulation of business, elementary administrative law.

3. SOCIOLOGY (1 or 2 sem.- $\frac{1}{2}$ or 1 C.U.)

(elective) Principles of sociology. Main topics: Problems of adolescence; marriage and family responsibilities; choosing an occupation; social institutions (family, community, government, law, school, church, property). Comparison of different types of societies.

4. ECONOMICS (1 or 2 sem.- 1 C.U.)

(elective) Basic principles: production, consumption, exchange, distribution. Problems of capital, labor in free-enterprise system.

11th GRADE MINOR SUBJECTS

1. PHYSICAL EDUCATION AND HEALTH

(2 sem.- no C.U.) (required)

Skills, rules of outdoor, indoor seasonal team games. Tumbling, formal exercises for boys; dancing for girls. Health Units: "Mental Health" (development of wholesome personality and behavior, principal problems of adolescent adjustment); 2nd semester, Health Unit: "Nutrition".

2. CADETS (boys) (2 sem. - 1 C.U.) (required)

More practice in basic skills of soldiering. Rifle shooting, map reading, use of compass, marching.

or BAND (2 sem. - 1 C.U.)

Wide range of band music played--symphonic, overtures, light classics, musical comedy, marches, popular music. Marching.

CADETS: Boys are automatically enrolled in Cadets unless excused on written request by parent or physician. Cadet or Band credit may allow Senior ROTC placement in some colleges.

3. ART (2 sem.- $\frac{1}{2}$ C.U.) (elective)

Students from all grade levels in one class. Art work in special interest and talent areas. Projects for school publications, displays, stage design.

GENERAL TRACK

CATALOG DESCRIPTION OF COURSES

Sem. = Semester

C.U. = Carnegie Unit

4. MUSIC - MAJOR CHORAL (2 sem.- $\frac{1}{2}$ C.U.)
Singing best of music literature in 4- to 8-part harmony. Exercises to develop good tone quality, voice placement, expression. Some music appreciation study. (elective)
5. MUSIC - ORCHESTRA (2 sem. - 1 C.U.)
(elective) For pupils who play an instrument. Play good orchestral music, learn to follow directions, cooperate with other players. Some study of music fundamentals.
6. MUSIC - INSTRUMENT COACHING (2 sem. $\frac{1}{2}$ C.U.)
Coaching students in small groups; rehearsing music the band or orchestra plays. (elective)
7. MUSIC - ORGAN LESSONS (2 sem.- $\frac{1}{2}$ C.U.)
For students already trained in piano. Stops, pedals, organ techniques. Playing organ music; accompanying singers. (elective)

11th GRADE
BUSINESS SUBJECTS

1. TYPING III (2 sem.- $\frac{1}{2}$ C.U.) (elective)
Developing higher speed and accuracy. Proof-reading, correcting.
2. BOOKKEEPING II (2 sem.- 1 C.U.) (elective)
The bookkeeping cycle: original entry, closing a fiscal period, handling business papers and documents. Business organization and management. Special journals; special problems concerning notes, discount, etc.
3. SHORTHAND (2 sem. - 1 C.U.) (elective)
Writing and reading dictation taken in shorthand.
4. MERCHANDISING INFORMATION (1 sem.- $\frac{1}{2}$ C.U.)
Increase pupil's efficiency both as a salesman and a consumer. Knowledge of textile and nontextile goods; quality and value. (elective)
5. MERCHANDISING (1 sem.- $\frac{1}{2}$ C.U.) (elective)
Retail marketing of goods; some wholesale marketing study. Store organization; buying; other phases of distribution.

11th GRADE
SHOP

For each: (2 sem. - 1 C.U.- 10 periods a week)
or (2 sem. - $\frac{1}{2}$ C.U.- 5 periods a week)

1. AUTO MECHANICS (elective)
(Available Cardozo only) Further survey of auto parts and repair. Tire service, quick auto service, engine testing.

2. ELECTRICITY (elective)
(Available McKinley and Spingarn) Magnetic series, parallel circuits; current; phase angles; single and polyphase systems; coils; transformers; capacity; etc.
3. MACHINE SHOP (elective)
(Available Eastern, McKinley, Spingarn)
Projects based on: boring, turning, thread ing, grinding, milling, indexing, gear cutting shaping, planing, etc.
4. METALCRAFTS (elective)
(Available at Anacostia, Coolidge, McKinley, Wilson) Projects in: chasing or repousse (flat), wire and tube drawing, high raising, advanced repousse.
5. PRINTING (elective)
(Available: Anacostia, Cardozo, Dunbar, Eastern, McKinley, Spingarn, Wilson, Western) School printing needs used as projects in advanced composition and presswork.
6. SHOE REPAIRING (elective)
(Available Dunbar only) Includes dying, foot and shoe correctives.
7. WOODWORKING (CARPENTRY) (elective)
(Available Anacostia, Cardozo, Eastern, McKinley, Spingarn, Wilson) Framing and finishing wood house construction.
8. MECHANICAL DRAWING (elective)
(Available at all except Dunbar) Lettering, section drawing, symbolic section lining, auxiliary views, revolutions, size descriptions, dimensioning studies and sketches.

11th GRADE
HOME ECONOMICS

1. FOODS (2 sem.- 1 C.U.) (elective)
Adequate diet; food budget; table appointments. Planning, preparing, storing, serving food to specific numbers of people at a stated price.
2. CLOTHING (2 sem. - 1 C.U.) (elective)
Selection, care, repair, storage of clothing. Intelligent shopping. A garment constructed each semester.
3. HOME MANAGEMENT (1 sem. - $\frac{1}{2}$ C.U.) (elective)
High school consumer problems, general consumer problems. Planning a home, the furnishings of a home. Time and energy management, wise management of income.
4. CHILDREN, YOUTH AND THE FAMILY
(1 sem. - $\frac{1}{2}$ C.U.) (elective)
Mental, physical, social, ethical needs of individuals for growth and development. Study of periods of life cycle--the adolescent, adult (courtship and marriage), the infant, pre-school child, pre-adolescent.

GENERAL TRACK

CATALOG DESCRIPTION OF COURSES

Sem. - Semester

12th GRADE
ACADEMIC SUBJECTS

C.U. - Carnegie Unit

12th GRADE
MINOR SUBJECTS

ENGLISH

1. ENGLISH IV (2 sem.- 1 C.U.) (required)

1st semester: Two-thirds of time to oral and written expression, one-third to Elizabethan literature (Macbeth). Review of principles of composition and writing a long theme. Wide reading in periodicals, listening to selected radio and TV programs encouraged. 2nd semester: English literature of 19th and 20th centuries. Practice in oral and written expression.

2. JOURNALISM (2 sem. - 1 C.U.) (elective)

For students who have done above-average work in other English courses. See description page 20.

SOCIAL STUDIES

1. GOVERNMENT (1 sem.- $\frac{1}{2}$ C.U.) (required)

Duties, rights, responsibilities of citizens under our state and national systems of government. Problems of politics, taxation, regulation of public utilities. Current events given attention.

2. LAW (1 or 2 semesters- $\frac{1}{2}$ or 1 C.U.)

(elective) Topics covering common demands of everyday life: contracts, property, liability, insurance, partnerships and corporations, taxation, governmental regulation of business, elementary administrative law.

3. SOCIOLOGY (1 or 2 sem.- $\frac{1}{2}$ or 1 C.U.)

(elective) Principles of sociology. Main topics: Problems of adolescence; marriage and family responsibilities; choosing an occupation; social institutions (family, community, government, law, school, church, property). Comparison of different types of societies.

4. ECONOMICS (1 or 2 sem.- $\frac{1}{2}$ or 1 C.U.)

(elective) Basic principles: production, consumption, exchange, distribution. Problems of capital, labor in free-enterprise system.

MATHEMATICS (elective)

1. For standard math courses, see Regular Track, page 18 (Plane Geometry), page 20.

2. APPLIED MATHEMATICS (2 sem. 1 C.U.)

Urged for all students who have not taken math since 9th grade. Refresher work in arithmetic fundamentals. Elementary statistics, graphs percentage, simple geometry. Math applied to measurement, taxation, installment buying, insurance, personal finance. (elective)

LAB SCIENCE (elective)

For standard science courses, see Regular Track, pages 20-21.

FOREIGN LANGUAGE (elective)

For standard foreign language courses, see Regular Track, page 21 under "Foreign Language".

1. PHYSICAL EDUCATION AND HEALTH (2 sem. No C.U.) (required) Emphasis on participation in games with advanced skills, strategy. Tumbling, formal exercises for boys; dancing for girls. Individual sports where facilities available. Health Unit: "Community Health" (disease control, sanitation, protection of food, water, milk supply; private, public health agencies; alcohol, narcotics as community problems. 2nd sem.: No unit for boys; "Home Nursing" for girls.

2. CADETS (boys) (2 sem.- 1 C.U.) (required)

Map reading, rifle firing, marching. Begin to learn to instruct younger cadets. In 2nd semester, command platoons, companies, larger units in drill. Instruction in military obligation, opportunities and benefits of life in armed services.

or BAND (2 sem.- 1 C.U.)

Wide range of band music played--symphonic, overtures, light classics, musical comedy, marches, popular music. Marching.

3. ART (2 sem.- $\frac{1}{2}$ C.U.) (elective)

Students from all grades in one class. Art work in special interest and talent areas. Projects for school publications, displays, stage designs.

4. MUSIC (elective) Descriptions on page 35

Major Choral (2 sem. - $\frac{1}{2}$ C.U.)

Orchestra (2 sem. - 1 C.U.)

Instrument Coaching (2 sem. - $\frac{1}{2}$ C.U.)

Organ Lessons (2 sem. - $\frac{1}{2}$ C.U.)

12th GRADE
HOME ECONOMICS

1. FOODS (2 sem.- 1 C.U.) (elective)

Adequate diet; food budget; table appointments. Planning, preparing, storing, serving food to specific numbers of people at a stated price.

2. CLOTHING (2 sem.- 1 C.U.) (elective)

Selection, care, repair, storage of clothing. Intelligent shopping. A garment constructed each semester.

3. HOME MANAGEMENT (1 sem.- $\frac{1}{2}$ C.U.)

(elective) High school consumer problems, general consumer problems. Planning and furnishing a home. Time and energy management, wise management of income.

4. CHILDREN, YOUTH, AND THE FAMILY

(1 sem.- $\frac{1}{2}$ C.U.) (elective)

Mental, physical, social, ethical needs of individuals for growth and development. Study of periods of life cycle--adolescent, adult (courtship and marriage), the infant, pre-school child, pre-adolescent.

GENERAL TRACK

CATALOG DESCRIPTION OF COURSES

Sem. = Semester

C.U. = Carnegie Unit

12th GRADE BUSINESS SUBJECTS

1. OFFICE MACHINES (2 sem.- 1 C.U.)(elective)
Duplicating machines and processes. Other machines taught, depending upon equipment in the school: adding, calculators, bookkeeping, addressing, voice-writing, key-punch.
2. TRANSCRIPTION (2 sem.-10 periods a week-
1½ C.U.) (elective)
Advanced shorthand, typewriting, English skills, all fused. Drill for increased speed and accuracy. Personal traits for competent office work stressed. Pupil should be able to pass Civil Service exam for stenographers at the end of this course.
3. BOOKKEEPING II (2 sem.- 1 C.U.)(elective)
Keeping books, preparing financial and governmental reports for small business. Practice problems: payrolls, worksheets, adjusting, closing, reversing entries; negotiable instruments, special accounts, controls, etc. Foundation for immediate job, or for college work in accounting.
4. SALESMANSHIP (1 sem.- ½ C.U.) (elective)
Study of personal traits needed; self-evaluation. Fundamental selling techniques.
5. ADVERTISING (1 sem.- ½ C.U.) (elective)
Techniques of advertising and display as forms of selling. Advertising in present day.
6. OFFICE PRACTICES (1 sem.- ½ C.U.)(elective)
Developing efficient work habits, good personal traits for job. How to handle mail, telephone calls, reports. Use of reference books, analysis of office problems.
7. FILING (1 sem. - ½ C.U.) (elective)
Analyzing and classifying business papers. Indexing, filing, finding office materials.

8. COOPERATIVE WORK (elective)
(2 am, 15-22 hrs. wk., including Saturday, 1 C.U.)
(2 am, over 22 hrs. wk., including Sat., 1½ C.U.)
The pupil works in a real job, supervised by a teacher visiting him on the job. Pupil's day is divided between school and job.
BUSINESS MEN WHO CAN USE TYPISTS, FILING CLERKS, OFFICE MACHINE OPERATORS, SALESMEN, STOCK BOYS, WINDOW DRESSERS, RECEPTIONISTS, etc. at the student level of performance and pay are urged to contact the PLACEMENT COUNSELOR in ANY D.C. HIGH SCHOOL.

12th GRADE SHOP

For each: (2 sem.-1 C.U.- 10 periods a wk.)
or (2 sem.-½ C.U.- 5 periods a wk.)

1. AUTO MECHANICS (elective)
(Available Cardoso only) Further work in auto parts and repair. Tire service, quick auto service, engine testing.
2. ELECTRICITY (elective)
(Available McKinley and Spingarn)
Radio: Vacuum tubes, triode tube, screen grid tube, special tubes; receivers, transmitters, antennas, P.A. systems, cathode ray tube. House wiring: open wiring, armored cables, rigid and flexible conduits, wire mold, meter loops, etc. D.C. Electric Code studied.
3. MACHINE SHOP (elective)
(Available Eastern, McKinley, Spingarn)
Advanced milling (taper, flute, gang, cylindrical cam, spiral, etc.); lathe work (metric thread turning, face plate work, etc.); planer and shaper work.
4. METALCRAFTS (elective)
(Available Anacostia, Coolidge, McKinley, Wilson) Grinding semi-precious stones, mounting them in silver. Chain-making, wire ring, etc.
5. PRINTING (elective)
(Available Anacostia, Cardoso, Dunbar, Eastern, McKinley, Spingarn, Wilson, Western)
Specialization of training for definite occupations. Work on school publications, job productions.
6. WOODWORKING (elective)
Advanced carpentry: roof framing, trim, window and door frames, built-ins, etc.
(Anacost., Cardoso, East., McKin., Spin., Wilson)
7. MECHANICAL DRAWING (elective)
Drawing topics in advanced work: bolts, screws, wood and furniture, assembly and detail, piping, gears, and cams. Pictorial sketches. Use of Paragon Drafting Machine.
(Available all high schools except Dunbar)

AVAILABLE - GENERAL TRACK

FIELD	9th GRADE	10th GRADE
ENGLISH	English I (2 sem. 5 periods wk. 1 CU)	English II (2 sem. 5 per. wk. 1 CU)
MATH	1. General Mathematics 2. Business Arithmetic Each: (2 sem. 5 periods wk. 1 CU)	(Elementary Algebra available as Regular Track course)
SCIENCE	General Science (2 sem. 5 periods week - 1 CU)	Descriptive Biology (with lab) (2 sem. 5 periods week - 1 C.U.)
SOCIAL STUDIES	Civics (1 sem. 5per.wk. - $\frac{1}{2}$ CU) Ancient and Medieval History (2 sem. 5 periods wk. 1 CU) Geography (1 sem. 5 per.wk. $\frac{1}{2}$ CU)	1. World History (2 sem. 5 per.wk. 1 CU) 2. Modern History (2 sem. 5 per.wk 1 CU)
FOREIGN LANGUAGE	(Standard Foreign Language courses available as Regular Track courses)	
BUSINESS	1. General Business (2 sem. 5p.wk. 1CU) 2. Typing (2 sem. 5 per.wk. $\frac{1}{2}$ CU)	1. Business Skills (1 sem. 5p.wk. $\frac{1}{2}$ CU) 2. Record Keeping (1 sem. 5p.wk. $\frac{1}{2}$ CU) 3. Typing (2 sem. 5 per.wk. $\frac{1}{2}$ CU)
SHOP (INDUSTRIAL ARTS)	1. Woodworking (available 21 JHSchs) 2. Shoe repairing (available 2 JHSchs) 3. Mechanical Drawing (available 9 JHS) 4. Metalcrafts (available 19 JHSchs) 5. General Shop (available 6 JHSchs) 6. Printing (available 21 JHSchs) 7. Electricity (available 7 JHSchs) Each: (2 sem. 10 periods wk - 1 CU) or 2 sem. 5 periods wk - $\frac{1}{2}$ CU)	1. Woodworking (available 6 SHSchs) 2. Shoe repairing (available Dunbar) 3. Mechanical Drawing (in all but Dunbar) 4. Metalcrafts (available 4 SHSchs) 5. Machine Shop (available 3 SHSchs) 6. Printing (available 8 SHSchs) 7. Electricity (available 2 SHSchs) 8. Auto Mechanics (available Cardozo) (2 sem. 10 per.wk - 1 CU or 5 per.wk. - $\frac{1}{2}$ CU)
HOME ECONOMICS	1. Homemaking (2 sem. 5 per.wk. 1 CU) 2. Foods (2 sem. 5 per wk. 1 CU) 3. Clothing (2 sem 5 per.wk. 1 CU)	1. Foods (2 sem 5 per. wk. 1 CU) 2. Clothing (2 sem. 5per.wk. 1 CU)
ART	1. Art (2 sem - 1 or 2 per.wk. No CU) 2. Major Art (2 sem. $\frac{1}{2}$ CU, 5 per. wk)	Art (2 sem. 5 per.wk. $\frac{1}{2}$ CU)
MUSIC	1. Band (2 sem. $\frac{1}{2}$ CU, 5 periods wk.) 2. Singing (2 sem. 1 or 2 periods a week - No CU) 3. Major Choral (2 sem. $\frac{1}{2}$ CU, 5 per.wk) 4. Orchestra (2 sem. $\frac{1}{2}$ C U, 5 per.wk)	1. Choral Singing (2 sem. $\frac{1}{2}$ CU, 5 per.wk) 2. Band (2 sem. 1 CU, 5 periods wk.) 3. Orchestra (2 sem. 1 CU, 5 per.wk.) 4. Instrument (coaching) (2 sem. $\frac{1}{2}$ CU, 5p.wk) 5. Organ Lessons (2 sem. $\frac{1}{2}$ CU, 5 per.wk) 6. Music History (2 sem. 1 CU, 5 per.wk) 7. Music Appreciation (2 sem. 1 CU, 5p.wk)
PHYSICAL EDUCATION	Physical Education Activities (2 sem. 2 per. wk. No CU)	1. Phy.Ed.-Health (2 sem. 5 per.wk. No CU) 2. Driver Training (1 sem. 5 per.wk. $\frac{1}{2}$ CU)
MILITARY SCIENCE		Cadets I (2 sem. - 5 per.wk. - $\frac{1}{2}$ CU)

AVAILABLE - GENERAL TRACK

FIELD	11th GRADE	12 th GRADE
ENGLISH	1. English III (2 sem. 1 CU, 5p.wk) <u>Can be taken in 11th or 12th Grade</u> 1. Journalism (2 sem. 5 periods wk. 1 CU) 2. Speech (2 sem. 5 periods wk. 1 CU)	1. English IV (2 sem. 1 CU, 5p.wk.)
MATH	(Standard Math courses Regular Track courses)	1. Applied Mathematics(2 sem. 1 C.U.5p.wk) available as
SCIENCE	(Standard Lab Science courses available as Regular Track courses)	
SOCIAL STUDIES	1. U.S. History (2 sem. 1 CU, 5 p.wk) <u>Can be taken in 11th or 12th Grade</u> 1. Law (1 or 2 sem. $\frac{1}{2}$ or 1 CU) 2. Economics (1 or 2 sem. $\frac{1}{2}$ or 1 CU) 3. Advanced Geography (1 sem. $\frac{1}{2}$ CU)	1. American Government (1 sem. $\frac{1}{2}$ CU, 5 p.wk) (Each: 5 periods wk.) 4. Latin American History(1 sem. $\frac{1}{2}$ CU) 5. Sociology (1 or 2 sem. $\frac{1}{2}$ or 1 CU) 6. World Problems (1 Sem. $\frac{1}{2}$ CU)
FOREIGN LANGUAGE	(Standard Foreign Language courses available as Regular Track courses)	
BUSINESS	(Each: 5 periods week) 1. Typing (2 sem. $\frac{1}{2}$ CU) 2. Bookkeeping I (2 sem. 1 CU) 3. Shorthand (2 sem. 1 CU) 4. Merchandising Information(1 sem. $\frac{1}{2}$ CU) 5. Merchandising(1 sem. $\frac{1}{2}$ CU)	1. Office Machines(2 sem. 1 CU, 5p.wk) 2. Transcription (2 sem. 10 per.wk.-1 $\frac{1}{2}$ CU) 3. Bookkeeping II (2 sem. 1 CU, 5 per.wk) 4. Salesmanship (1 sem. $\frac{1}{2}$ CU, 5 per. wk.) 5. Advertising (1 sem. $\frac{1}{2}$ CU, periods wk.) 6. Office Practices (1 sem. $\frac{1}{2}$ CU, 5p. wk) 7. Filing (1 sem. $\frac{1}{2}$ CU, 5 periods wk.) 8. Cooperative work(2 sem. 15 hrs.work, 1CU)
SHOP	May take courses in any Industrial	Arts (Shop) subject listed in 10th Grade
HOME ECONOMICS	<u>Can be taken in 11th or 12th Grade</u> 1. Foods (2 sem. 5 per.wk. 1 CU) 2. Clothing (2 sem. 5 per.wk. 1 CU) 3. Home Management (1 sem. 5 per. wk. $\frac{1}{2}$ CU) 4. Children, Youth, and the Family(1 sem. 5 per.wk. $\frac{1}{2}$ CU)	
ART	Art (2 sem. 5 per. wk. $\frac{1}{2}$ CU)	Art(2 sem. 5 per.wk. $\frac{1}{2}$ CU)
MUSIC	1. Choral Singing (2 sem. $\frac{1}{2}$ CU, 5p.wk) 2. Band (2 sem. 1 CU, 5 periods wk.) 3. Orchestra (2 sem. 1 CU, 5p.wk) 4. Instrument(coaching)(2 sem. $\frac{1}{2}$ CU, 5p) 5. Organ Lessons (2 sem $\frac{1}{2}$ CU, 5p.wk.) <u>Can be taken in 11th or 12th grade:</u> 1. Music History(2 sem. 1 CU, 5 per.wk) 2. Harmony (1 sem. $\frac{1}{2}$ CU, 5per. wk.) 3. Piano (2 sem. $\frac{1}{2}$ CU, 5 per.wk.)	1. Choral Singing (2 sem. $\frac{1}{2}$ CU, 5p.wk.) 2. Band (2 sem. 1 CU, 5 periods wk.) 3. Orchestra (2 sem. 1 CU, 5 per. wk) 4. Instrument(coaching)(2 sem. $\frac{1}{2}$ CU, 5p.wk) 5. Organ Lessons (2 sem. $\frac{1}{2}$ CU, 5 per.wk.) 4. Orchestration (2 sem. 1 CU 5 per.wk) 5. Music Appreciation(2 sem. 1 CU 5p.wk)
PHYSICAL EDUCATION	1. Phy.Ed.-Health(2 sem. 5 per.wk. No CU) 2. Driver Training (1 sem. may be taken in 10th, 11th or 12th grade - 5 periods wk.- $\frac{1}{2}$ CU)	2. Phy.Ed.-Health (2 sem. 5 per.wk. No CU)
MILITARY SCIENCE	Cadets ^{II} (2 sem. 5 per. wk. 1 CU)	Cadets ^{III} (2 sem. 5 per.wk. 1 CU)

PLACEMENT IN VOCATIONAL HIGH SCHOOL

"Generally, the Vocational School is an alternate for the General Track-Shops Sequence.

"Interested students of average general ability have no difficulty gaining admission.

"The Vocational High Schools in the District of Columbia have room for many more students at the present time. Young people completing the 9th grade and interested in a shop, home economics or business type of sequence should be counseled to consider seriously the advantages of taking such sequences in the Vocational rather than the regular high school.

"One study showed that 88% of Vocational graduates available for jobs had been placed within one year as advanced apprentices in the field of their preparation.

"In addition, some Vocational graduates have gone on to college---academic as well as technical or engineering. Such students find little trouble meeting college entrance requirements except where two or more years of a foreign language is required."

- Francis A. Gregory,
Asst. Supt. in Charge of
Vocational High Schools

VOCATIONAL HIGH SCHOOLS

(ALTERNATE GENERAL TRACK -
SHOP SEQUENCE)

SHOP SEQUENCE

VOCATIONAL HIGH SCHOOL
(Alternate General Track-Shop)

10th grade	11th grade	12th grade
1. English II (1 period)	1. English III (1 period)	1. English IV (1 period)
2. Vocational Math/Science (1 period)	2. Vocational Math (1 period)	2. Related Vocational Shop Subjects (1 period)
3. Vocational Related Subject or Theory (usually Drawing or Chemistry or Nutrition or Trade Theory) Shop Work (4 periods daily)	3. Vocational Lab. Science (or Theory if Lab Science taken in 10th grade) Shop Work (4 periods daily)	Shop Work (4 periods daily)
4. World History or Sociology or Consumer Education (1 period)	4. U.S. History (1 period)	3. Government $\frac{1}{2}$ (1 period) Shop Work or Sociology or Economics or Bride's Course (Home Ec.) $\frac{1}{2}$
5. Physical Ed.- Health	5. Physical Ed. - Health	4. Physical Ed.- Health
6. Boys: Cadets or Band Girls: Optional Elective (Home Ec., Music, or Art suggested)	6. Boys: Cadets or Band Girls: Optional Elective (Home Ec., Music, or Art suggested)	5. Boys: Cadets or Band Girls: Optional Elective (Home Ec., Music, or Art suggested)

THE 44 OCCUPATIONAL AREAS OFFERED

GROUP I - MECHANICAL SERVICE

1. Auto Body Rebuilding and Refinishing
2. Auto Repair and Service
3. Diesel Engines
4. Oil Burner Repair
5. Refrigeration Service
6. Typewriter Service
7. Watch Repair
9. Typewriter Repair
10. Watch Repairing

GROUP II - BUILDING TRADES

1. Brick and Masonry Work
2. Cabinet and Millwork
3. Carpentry and Cabinet Making
4. Paper Hanging
5. Plumbing
6. Sheet Metal Work
7. Painting and Decorating
8. Electrical Construction (Wiring for Light and Power)

GROUP III - GRAPHIC ARTS

1. Photography
2. Photo-Lithography
3. Advertising Arts
4. Printing Composition and Presswork

GROUP IV - ELECTRICITY AND ELECTRONICS

1. Electrical Construction, Maintenance and Repair
2. Electronics
3. Radio and TV Service

GROUP V - BUSINESS

1. Clerk-Typist
2. Office Machines
3. Retailing
4. Secretarial

GROUP VI - SERVICES

1. Barbering
2. Cosmetology
3. Dressmaking
4. Dyeing and Cleaning
5. Food Trades
6. Household Operations
7. Landscaping
8. Nursery (Children's) Assistants
9. Practical Nursing
10. Shoe repairing and Leather Work
11. Tailoring
12. Vocational Housekeeping

GROUP VII - OTHER SKILLED TRADES

1. Architectural Drafting
2. Power Sewing
3. Engineering Drafting
4. Baking
5. Machine Shop Practice
6. Upholstering

SHOP SEQUENCE S

Typical for the group:
(See "44 Areas"-Groups)

	<u>10th grade</u>	<u>11th grade</u>	<u>12th grade</u>
	In addition to Eng.II, Social Studies,Phy.Ed. and(for boys)Cadets:	In addition to Eng.III, U.S. History, Phy. Ed., and(for boys) Cadets:	In addition to Eng.IV, Govt. $\frac{1}{2}$, Phy.Ed. and (for boys) Cadets:
I. MECHANICAL SERVICE Auto Repairing and Service	1. Voc. Math/Science (1 period daily) 2. Drawing(2 per.wk.) 3. Shop Work (4 p.day)	1. Math (1 per. daily) 2. Science (1 per.day) 3. Shop Work(4 per.day)	1. Electric,Machine Shop,Welding $\frac{1}{2}$ (lp.day) 2. Math/Science(lp.dy) 3. Shop Work (4 periods daily)
II. BUILDING TRADES Cabinet and Millwork	1. Math/Science (1 period daily) 2. Drawing (2 per.wk.) 3. Shop Work(4 p.day)	1. Math (1 period day) 2. Upholstering $\frac{1}{2}$ (1 per.day,1 sem.) 3. Shop Work(3 p. day)	1. Math $\frac{1}{2}$ (lp.day,1 sm.) 2. Refinishing $\frac{1}{2}$ (1 per.day, 1 sem.) 3. Shop Work(4 p. day)
III. GRAPHIC ARTS Printing	1. Math or Science (1 period daily) 2. Drawing (2 p.wk.) 3. Shop Work(4 p.day)	1. Science and Printer's English(1 per.day) 2. Math (1 per.daily) 3. Shop Work(4 p.day)	1. Layout and Design (1 period daily) 2. Math and Printer's English(1per.day) 3. Shop Work(4p.day)
IV. ELECTRICITY AND ELECTRONICS Electronics	1. Math/Science (1 period daily) 2. Drawing (2 per- iods per week) 3. Shop Work (4 per. daily)	1. Math (1 period per day) 2. Science (1 per- iod per day) 3. Shop Work (4 per.daily)	1. Math/Science(1 period per day) 2. Electric Shop(1 period per day) 3. Shop Work (4 periods per day)
V. BUSINESS Secretarial	1. Business English (1 period daily) 2. Business Math (1 period daily) 3. Salesmanship (1 period daily) 4. Shop Work (Typing and/or Shorthand) (4 periods daily)	1. Business English (1 period daily) 2. Bookkeeping (1 period daily) 3. Shop Work (Typing or Shorthand) (4 periods daily)	1. Office Machines (1 period daily) 2. Business Law (1 period daily) 3. Shop Work(Typing- Shorthand) (4 periods daily)
VI. SERVICES Practical Nursing	1. Math (1 per. daily) 2. Chemistry (1 period daily) 3. Home Living $\frac{1}{2}$ (1 period daily, 1 sem.) 4. Shop Work (Nursing) (4 periods daily)	1. Math (1 period daily) 2. Biology (1 period daily) 3. Shop Work (Nursing) (4 periods daily)	1. Business Math (1 period daily) 2. Home Economics and Related Art (1 per. daily) 3. Shop Work(Nursing) (4 periods daily)
VII. OTHER SKILLED TRADES Drafting	1. Math (1 period daily) 2. Related Theory(1 period daily) 3. Shop Work (4 periods daily)	1. Technical Math (1 period daily) 2. Related Theory (1 period daily) 3. Shop Work (4 periods daily)	1. Technical Math (1 period daily) 2. Science (1 period daily) 3. Shop Work (4 periods daily)

GENERAL DESCRIPTION OF VOCATIONAL COURSES

MATH courses emphasize math as applied to the trade. For example:

Barber's Math - Traditional math including some geometry, some algebra, plus accounting applied to business procedures.

Electronics Math: Algebra through Trigonometry needed in the solution of electrical circuit problems. Math applied directly to specific trade problems.

SCIENCE courses emphasize science as applied to the trade. For examples:

Barber's Chemistry - Deals primarily with those materials used in barbering, knowledge of which is required to pass the licensing exam.

Electronics Science - Combined chemistry and physics for understanding electricity, electro-magnetism, conduction and circuits, transistors.

DRAWING - one of the languages of technology. With common symbols and conventions, designer precisely describes to craftsman the job to be done. Covers drawing plans and reading plans. For example:

Building Trades - construction plans;

Electronics - schematic drawings.

RELATED THEORY - basic principles, the "why" of various operations, processes in the trade. For example: Auto Mechanics - principles of the automatic transmission.

SPECIAL EDUCATIONAL OPPORTUNITIES

POST-GRADUATE TRAINING

High School graduates may return to any high school or Vocational school for additional training.* Courses are available during the regular school day and in the evening.

Vocational schools offer 44 kinds of job training. A full-time post-graduate student can complete the normal 6-semester vocational program in 3 to 5 semesters. An evening student will need about 4 years to complete the program because less class time is available in the evening school.

The course in practical nursing follows a special schedule: 4 months of training at Burdick or M.M. Washington Vocational High Schools, followed by 8 months of training in one of the 4 affiliated hospitals (Children's, George Washington University, Freedman's, and the Washington Hospital Center).

Certain technical courses, such as electronics require good backgrounds in science and mathematics.

Business courses, in order to be successfully completed, required a passing score on the Civil Service Examinations. Other trade courses such as Barbering, Cosmetology, or House Wiring, prepare specifically for required licensing examinations.

A certificate is awarded to those who successfully complete a trade program.

* provided that there is space available in the class, and that the graduate's citizenship record has been satisfactory.

EVENING HIGH SCHOOL PROGRAM

High school courses may be taken in the evening school, and a high school diploma is awarded to those who satisfactorily complete the course of study prescribed by the Board of Education.

Required for graduation:

English	8 semester credits
Mathematics	2 semester credits
Science	2 semester credits
American History	2 semester credits
Government	1 semester credit
Electives	17 semester credits

Non-credit courses available:

Remedial reading
Improvement in Reading
Vocabulary Building
Spelling

Evening school is open to all persons 16 years of age and over who have completed the 8th grade.

Classes are held at Anacostia, Cardozo, Roosevelt, and Woodson high schools.

SPECIAL ACCELERATED HIGH SCHOOL COURSE

An accelerated regular high school program is offered between 3:30 and 9:30 p.m. in the Armstrong High School for persons who have given service in the Armed Forces.

ELEMENTARY SCHOOL CLASSES (for adults)

Elementary school courses are offered at Woodson Junior High School and Garnett-Patterson Elementary School. A certificate is awarded those who satisfactorily complete the course of study. Classes are in the evening.

UPGRADING

"The philosophy of the Basic Track emphasizes upgrading more than any other single track. Considerable statistical evidence shows that upgrading is in fact being done.

Whenever a student has made up his deficiencies, he should be transferred out of the Basic Track. This is particularly important at the end of the 8th grade because Basic Track courses taken above the 8th grade do NOT count toward graduation from any other track."

- John D. Koontz, Asst. Supt.

PLACEMENT IN BASIC TRACK

"It is required that students who are functioning 3 years or more below grade level be assigned to the Basic Track which provides remedial work for students with normal potential and basic training for students with limited educational potential."

- John D. Koontz, Asst. Supt.

BASIC TRACK

CROSS-TRACKING

"Students in one track may take courses in another track if they are qualified and have the approval of the principal.

However, in order to graduate from a track, the student must have taken ALL the courses specified as 'required for graduation' for that particular track.

For example, a student may have taken half his required courses in the Regular track and half in the General track. He will graduate from the General Track.

Thus, graduation from a particular track is not a matter of having taken a 'majority' of courses in that track. Instead it is a matter of fulfilling the exact requirements for graduation from the particular track.

When a student cross-tracks by taking courses in a higher track, he not only 'upgrades' himself generally, but (particularly in the Basic Track) improves his chances of being accepted for training beyond the high school level. All courses the student takes are clearly labeled on his records: H for Honors, R for Regular, G for General, or B for Basic."

- John D. Koontz, Asst. Supt.

GRADING

1. Students are not graded on a curve but against the absolute standard of student performance as measured against the content requirement of the course.

2. A full range of grades from A through F is possible in each track. An A in any track should represent superior performance in relation to the course content for that track."

- John D. Koontz, Asst. Supt.

REEVALUATION OF STUDENT PLACEMENT

"If a student, parent, or teacher has any question concerning a student's placement in a track, he should feel free to ask the principal that the student's placement be reexamined. Such a reevaluation will be made even to the extent of retesting when necessary.

The permanent records of a student should be reviewed at least twice a year. Principals, counselors, and teachers should be ever on the lookout for students who should be given a trial in a more demanding track.

Permanent records of students are to be made freely accessible to teachers and counselors."

- John D. Koontz, Asst. Supt.

DROPOUTS

"(In the first semester of the 1960-61 school year) students who left voluntarily numbered 358 in the junior high school, and 707 in the senior high school....These figures are 1.0% of junior high school enrollment and 5.6% of the senior high school membership as of November 3, 1960. The complete picture is presented below:

<u>Voluntary Withdrawals</u>	<u>Jr.</u>	<u>Sr.</u>	<u>Voca.</u>
<u>Reasons:</u>	<u>High</u>	<u>High</u>	<u>High</u>
1. To accept employment:			
Under 16	2	4	0
Over 16	117	256	132
2. Entered military service	2	33	9
3. Economic	35	32	58
4. Lack of Interest	174	329	96
5. Marriage	5	25	22
6. Miscellaneous	23	28	31
TOTAL VOLUNTARY WITHDRAWALS	358	707	348 "
- Dropouts Report, March 9, 1961 -			

"A Labor Department survey showed that those with high school diplomas got better, steadier jobs.

More dropouts drifted to lower paying service and laborer jobs. High school dropouts had a rate of unemployment double that of graduates."

- Washington Star, 1959

"...(1959 Basic Track) Graduates.... selected business as their most valuable subject, narrowly outstripping English, which had been named the most valuable in the earlier survey.

"Students were requested to indicate the first, second, and third choice of subjects they wished they had taken in high school. Courses in the business field were those selected. This desire for courses in business education correlates positively with the occupations engaged in by the graduates...

CONSOLIDATED LIST OF OCCUPATIONS OF 1959 BASIC TRACK GRADUATES

<u>Occupation</u>	<u>No. Responding</u>
Barber	1
Bookkeeper	1
Butcher	1
Cashier	1
Civil Service Clerk	7
Clerk Typist	6
Cosmetologist	1
Dietitian's Aide	1
Domestic	9
Dry Cleaner	1
Enlisted Men-Armed Forces	22
File Clerk	10
Filtration Plant Pressman	2
Housewives	11
Interior Decorator	2
Laboratory Assistant	1
Laborer	14
Library Assistant	1
Mechanic	2
Mechanical Draftsman	1
Messenger	1
Multilith Operator	1
Musician	1
Nurses Aide	4
Optician's Aide	1
Painter	2
Photographer's Aide	1
Porter	21
Printer	4
Sales Clerk	10
Shoe repairman	1
Steam Fitter	1
Stock Clerk	7
Teletypist	1
Truck Driver	3
Waitress	19
TOTAL RESPONDING	173

"Close to 70% of those located (in the second survey of 1959 Basic Track graduates) are occupied in work or are in school."

- Follow-Up Study of 1959 Basic Track Graduates, Feb. 9, 1961

REQUIRED FOR GRADUATION FROM THE BASIC TRACK

NOTE:

- Each subject counts as ONE Carnegie Unit toward graduation unless otherwise stated.
- Each subject is taken 1 period a day, 5 days a week, unless otherwise stated.
- In Junior High School, 6 periods of about 50 minutes each are available for classes.
- In Senior High School, 7 periods of about 50 minutes are available for classes.

9th grade	10th grade	11th grade	12th grade	Required Units
1. Basic English I	1. Basic English II	1. Basic English III	1. Basic English IV	Eng. 4
2. Basic Soc.Studies	2. ELECTIVE	2. Basic U.S.History	2. Basic Government $\frac{1}{2}$	S.St. 2 $\frac{1}{2}$
3. ELECTIVE	3. Basic Science	3. ELECTIVE	3. ELECTIVE $\frac{1}{2}$	Sc.(above 9th gr) 1
4. Basic Arithmetic	4. Basic Business	4. Basic Arithmetic	4. ELECTIVE	Math.(above 9th gr) 1
5. Phy.Ed.(2 per.wk)	5. Phy.Ed.& Health (no credit)	5. Phy.Ed.& Health (no credit)	5. Phy.Ed.& Health (no credit)	Business 1
Art(1 or 2 per.wk)	6. *	6. *	6. *	
Music(1 or 2 per.wk) (no credit)	7. Boys: Cadets $\frac{1}{2}$ or Band	7. Boys: Cadets or Band	7. Boys: Cadets or Band	
6. *	Girls: *	Girls: *	Girls: *	

Specified subjects required for graduation	9 $\frac{1}{2}$
Electives in shop, home economics, business, music, art, driver training, work experience required	6 $\frac{1}{2}$
TOTAL REQUIRED FOR GRADUATION	16
Cadets, or Band, extra	2 $\frac{1}{2}$
	(or 3)

* period in each grade available for study period or extra elective course.

BASIC TRACK PURPOSES

1. REMEDIAL

To enable students with academic deficiencies, but normal potential, to overcome these deficiencies and move into the General Track.

Credit for courses taken in the Basic Track can NOT, however, apply toward completion of requirements in the General Track. Therefore, if a student moves from Basic to General Track in Senior High School and wishes to graduate with General Track status, he must earn 16 Carnegie units in the General Track, including the specified courses required.

General Track status is usually necessary in order to enter a college.

Or, 2. BASIC TRAINING

To prepare students of limited educational potential for a useful life.

BASIC TRACK

Sem. = Semester

CATALOG DESCRIPTION OF COURSES

C.U. = Carnegie Unit

Pupils who have the ability to make up academic deficiencies and be transferred to the General Track, SHOULD TAKE FULL ADVANTAGE of the 7th and 8th grade courses in Remedial English and Remedial Arithmetic.

7th GRADE

1. REMEDIAL ENGLISH

Stress on remedial reading, including word analysis, meaning, vocabulary, spelling.

2. REMEDIAL ARITHMETIC

Study and drill in elementary addition, subtraction, multiplication, division of whole numbers.

3. BASIC SCIENCE

Simplified study of common elements, compounds, mixtures, acids, bases, salts, living plants and animals.

4. BASIC U.S. GEOGRAPHY

U.S. natural surfaces, climate, products, resources, trade and transportation.

5. BASIC HOME ECONOMICS (girls)

Personal health and appearance. Some sewing and cooking.

or, BASIC SHOP (boys)

Usually woodwork or printing. Use of simple tools, common materials of industry.

6. PHYSICAL EDUCATION

Indoor and Outdoor team games.

ART

Creative experiences in drawing, painting, modeling.

MUSIC

Unison and part-singing of simple songs.

8th GRADE

1. REMEDIAL ENGLISH

Stress on remedial reading, including word analysis, meaning, vocabulary, spelling.

2. REMEDIAL ARITHMETIC

Study and drill in elementary addition, subtraction, multiplication, division of whole numbers, possibly simple fractions.

3. BASIC AMERICAN HISTORY

Simplified study of American history from Columbus to present.

4. BASIC SCIENCE

Simplified study of health, including food and digestion, and of environment.

FAMILY LIVING

Basic factors enabling people to live together as a family unit. Boys and girls in separate classes.

5. BASIC FUNDAMENTALS OF BUSINESS

Business information needed by consumers about money, budgets, etc.

6. PHYSICAL EDUCATION

Indoor and outdoor team games.

ART

Experiences in lettering, posters, etc.

MUSIC

Unison and part-singing of simple songs.

"Whenever a student has made up his deficiencies, he should be transferred out of Basic Track.

This is particularly important at the end of the 8th grade because Basic Track courses taken above the 8th grade do NOT count toward graduation from any other track.

In order to be transferred from Basic to General Track, in general the student must be functioning at no more than 2 years below grade level in reading and arithmetic. (For, example, to enter the General Track at 9th grade, the student should be functioning at 7th grade or better.)

In cases where the pupil does not meet this standard BUT there is evidence of diligence, recent growth, and good study habits in the fundamental skills, the student may be given trial placement in the General Track. "

- John D. Koontz, Asst. Supt.

BASIC TRACK

CATALOG DESCRIPTION OF COURSES

Sem. = Semester

C.U. = Carnegie Unit

9th GRADE

REQUIRED:

1. BASIC ENGLISH I (2 sem.- 1 C.U.)
Further work in remedial reading. Some written expression, simple grammar.
2. BASIC SOCIAL STUDIES (2 sem. - 1 C.U.)
Civics: Simplified principles of government. Individual self-study, vocational guidance. Community facilities, improvement. Geography: Simplified world geography.
3. BASIC ARITHMETIC (2 sem.- 1 C.U.)
Practical math, or remedial arithmetic. Oriented to shop or business practical uses.
4. PHYSICAL EDUCATION (2 sem. - no C.U.)
Indoor and outdoor team games.
(2 periods a week)
ART (2 sem. - no C.U.)
Pupils choose one area of greatest interest from drawing, painting, lettering, weaving, etc.
(1 or 2 periods a week)
MUSIC (2 sem. - no C.U.)
Choral, instrumental, listening experiences.

ELECTIVES:

1. BASIC BUSINESS (2 sem. - 1 C.U.)
Available if the school has facilities, and if enough Basic pupils are able and interested to form a class. General business knowledge and skills, simplified.
2. BASIC SCIENCE (2 sem. - 1 C.U.)
Simplified study of man's environment and use of energy.
3. BASIC MAJOR SHOP (2 sem., 1 period day - $\frac{1}{2}$ C.U.
2 sem., 2 periods day - 1 C.U.)
Usually woodworking or printing.
4. BASIC HOME ECONOMICS
(2 sem., 1 period a day - $\frac{1}{2}$ C.U.
2 sem., 2 periods a day - 1 C.U.)
Homemaking: Being an intelligent consumer. Food for special occasions.

10th GRADE

REQUIRED:

1. BASIC ENGLISH II (2 sem. - 1 C.U.)
Specific instruction in reading, spelling, punctuation, etc., and speaking and writing.
2. BASIC SCIENCE (2 sem. - 1 C.U.)
Elementary study of living things. Some simple lab work.
3. BASIC BUSINESS SKILLS (2 sem.- 1 C.U.)
Exploratory course to help discover aptitudes and interests. Record keeping: how to keep simple financial records.
4. PHYSICAL EDUCATION AND HEALTH
(2 sem. - no C.U.)
Indoor and outdoor team games. Health units: "Personal Health" (structure and function of the body) and "First Aid."
5. CADETS (boys) (2 sem.- $\frac{1}{2}$ C.U.)
How to stand, march, handle a rifle. Military rules of conduct, care of rifle, uniform, etc. Drill in squad, platoon, company. Rifle shooting.

or BAND (2 sem. - 1 C.U.)

Wide range of music played. Basic principles of marching.

ELECTIVES :

1. TYPING (2 sem. - $\frac{1}{2}$ C.U.)
Foundation in correct typing technique. Study of good form for letters.
2. BASIC MAJOR SHOP
(2 sem., 1 period a day - $\frac{1}{2}$ C.U.
2 sem., 2 periods a day - 1 C.U.)
Metalcrafts, Woodworking, Printing, or Mechanical Drawing. Instruction according to interest and ability of pupil.
3. BASIC HOME ECONOMICS
(2 sem., 1 period a day - 1 C.U.)
Caring for the home, sharing in family life, foods and health, personal development, social life in the home. Class projects in school lab and apartment; in home.

Other electives may be available, depending on the interest and potential of the individual.

It is also probable that intensive remedial reading and arithmetic will be offered, especially for those who might be able to transfer to a higher track.

BASIC TRACK

CATALOG DESCRIPTION OF COURSES

Sem. = Semester

C.U. = Carnegie unit

11th GRADE

REQUIRED:

1. BASIC ENGLISH III (2 sem.-1 C.U.)
Continued practice in basic skills of reading, spelling, etc. Much reading from selected works and adaptations from American literature.
2. BASIC U.S. HISTORY (2 sem.- 1 C.U.)
Story of our country from colonial times to present, simplified.
3. BASIC ARITHMETIC (2 sem.- 1 C.U.)
Further remedial work for pupils whose achievement is quite far below grade level.
4. PHYSICAL EDUCATION AND HEALTH (2 sem. - no C.U.)
Indoor and outdoor team games. Health units: "Mental Health" (development of wholesome personality and behavior; principal problems of adolescent adjustment) and "Nutrition."
5. CADETS (boys) (2 sem. - 1 C.U.)
More practice in basic skills of soldiering. Rifle shooting, map reading, use of compass, marching.
- or BAND (2 sem. - 1 C.U.)
Wide range of music played. Basic principles of marching.
6. ELECTIVE (2 sem.- 1 C.U.)

ELECTIVES: 11th or 12th GRADES

1. TYPING (2 sem. - $\frac{1}{2}$ C.U.)
Correct typing techniques. Developing speed and accuracy.
2. BASIC MERCHANDISING (1 sem. $\frac{1}{2}$ C.U.)
Retail marketing of goods; store organization; other phases of distribution.
3. BASIC FILING (1 sem. - $\frac{1}{2}$ C.U.)
Classifying, filing, finding business papers.
4. BASIC OFFICE MACHINES (1 sem.- $\frac{1}{2}$ C.U.)
Simple office machines, their use and operation.
5. BASIC ADVERTISING (1 sem. - $\frac{1}{2}$ C.U.)
Techniques of advertising and display as forms of selling. Advertising in present day world. Simplified.

12th GRADE

REQUIRED:

1. BASIC ENGLISH IV (2 sem.- 1 C.U.)
Reading for pleasure encouraged. Writing simple letters, compositions. Adaptations of English literature read.
2. BASIC GOVERNMENT (1 sem.- $\frac{1}{2}$ C.U.)
Study of U.S. government, with emphasis on duties, responsibilities, rights of citizens.
- and ELECTIVE (1 sem. - $\frac{1}{2}$ C.U.)
3. PHYSICAL EDUCATION AND HEALTH (2 sem. - no C.U.)
Indoor and outdoor team games. Health Units: "Community Health" (communicable disease control, sanitation, protection of food, water, milk supply; private and public health agencies, alcohol and narcotics as community problems). 2nd semester: No unit for boys. "Home Nursing" for girls.
4. CADETS (boys) (2 sem. - 1 C.U.)
Map reading, rifle firing, marching. Instruction in military obligation, opportunities and benefits of life in armed services.
- or BAND (2 sem. - 1 C.U.)
Wide range of music played. Principles of marching.
5. ELECTIVE (2 sem. - 1 C.U.)
6. ELECTIVE (2 sem. - 1 C.U.)

6. BASIC SALESMANSHIP (1 sem.- $\frac{1}{2}$ C.U.)
Fundamental selling techniques, simplified.
7. WORK EXPERIENCE (15 hours a week, 2 sem. 1 C.U.)
Pupil's day divided between real job and school. Helps prepare more specifically for a particular job.
8. DRIVER TRAINING (1 sem.- $\frac{1}{2}$ C.U.)
Instruction in how to drive automobile.
9. BASIC MAJOR SHOP (2 sem., 1 period day - $\frac{1}{2}$ C.U.)
(2 sem., 2 periods a day - 1 C.U.)
Metalcrafts, woodworking, printing, or mechanical drawing. Instruction according to interest and ability of pupil.
10. HOME ECONOMICS: FOODS (2 sem.- 1 C.U.)
Simplified instruction in foods; cooking.
11. HOME ECONOMICS: CLOTHING (2 sem.- 1 C.U.)
Simplified instruction in clothing; sewing.

AVAILABLE - BASIC TRACK

FIELD	9th GRADE	10th GRADE
ENGLISH	Basic English I (2 sem. 1 CU, 5p.wk) (Intensive Remedial Reading)	Basic English II (2 sem. 1 CU, 5p.wk) (Intensive Remedial Reading)
MATH	Basic Arithmetic (2 sem. 1 CU, 5p.wk) (Intensive Remedial Arithmetic)	
SCIENCE	Basic Science (2 sem.- 5 periods wk. - 1 C.U.)	Basic Science (2 sem.- 5 periods wk. - 1 C.U.)
SOCIAL STUDIES	Basic Civics and Geography (2 sem.- 5 periods wk.- 1 C.U.)	Home and Community Life (1 sem. 5 per. wk. $\frac{1}{2}$ C.U.)
BUSINESS	1. Basic Business (2 sem.- 5 periods wk.- 1 C.U.) 2. Typing (2 sem. 5 per. wk.- $\frac{1}{2}$ CU)	1. Typing (2 sem.-5 periods wk.- $\frac{1}{2}$ C.U.) 2. Basic Business Skills (2 sem.-5 per- 1 C.U.)
SHOP (INDUSTRIAL ARTS)	Basic Shop 1. Woodworking 2. Printing 3. Shoe repairing (Terrell, Randall) (Each: 2 sem.-10 periods wk.- 1 C.U.) 2 sem.- 5 periods wk.- $\frac{1}{2}$ C.U.)	Basic Shop 1. Woodworking 2. Printing 3. Metalcrafts 4. Mechanical Drawing 5. Shoe repairing (Dunbar only) (Each: 2 sem.-10 periods wk.- 1 C.U.) 2 sem.- 5 periods wk.- $\frac{1}{2}$ C.U.)
HOME ECONOMICS	Basic Home Economics (2 sem. - 5 periods wk.- 1 C.U.)	Basic Home Economics (2 sem. - 5 periods wk.-1 C.U.)
ART	1. Art (2 sem.- 1 or 2 periods wk.-No C.U.) 2. Major Art (2 sem.-5 per.- $\frac{1}{2}$ C.U.)	Art (2 sem.- 5 periods wk.- $\frac{1}{2}$ C.U.)
MUSIC	1. Singing (2 sem. - 1 or 2 periods wk.-No.C.U) 2. Major Choral (2 sem. 5 per.wk. $\frac{1}{2}$ CU) 3. Orchestra (2 sem. 5 per.wk. $\frac{1}{2}$ CU) 4. Band (2 sem. $\frac{1}{2}$ CU 5 per.wk.)	1. Choral Singing (2 sem. 5p. wk - $\frac{1}{2}$ CU) 2. Band (2 sem. 5p. wk. - 1 CU) 3. Orchestra (2 sem. 5p. wk. - 1 CU) 4. Instrument (coaching) (2 sem. 5p.wk. $\frac{1}{2}$ CU) 5. Organ Lessons (2 sem. 5p. wk. $\frac{1}{2}$ CU) 6. Music History (2 sem. 5 per.wk. 1 CU) 7. Music Appreciation (2 sem. 5 per.wk. 1 CU)
PHYSICAL EDUCATION	Physical Education Activities (2 sem.- 2 periods wk.- No C.U.)	Physical Education and Health (2 sem.- 5 periods wk.- No C.U.)
MILITARY SCIENCE		Cadets I (2 sem.- 5 periods wk.- $\frac{1}{2}$ C.U.)

AVAILABLE - BASIC TRACK

FIELD	11th GRADE	12th GRADE
ENGLISH	Basic English III (2 sem.- 5 periods wk.- 1 C.U.)	Basic English IV (2 sem.- 5 periods wk. - 1 C.U.)
MATH	Basic Arithmetic (2 sem.- 5 periods wk.- 1 C.U.)	
SCIENCE		
SOCIAL STUDIES	Basic U.S. History (2 sem.- 5 periods wk.- 1 C.U.)	Basic Government (1 sem.- 5 periods wk.- $\frac{1}{2}$ C.U.)
BUSINESS	<p style="text-align: center;">11th or 12th GRADE</p> <ol style="list-style-type: none"> 1. Typing (2 sem. - 5 periods wk. - $\frac{1}{2}$ C.U.) 2. Basic Merchandising (1 sem.- 5 periods wk. - $\frac{1}{2}$ C.U.) 3. Basic Filing (1 sem. - 5 periods wk. - $\frac{1}{2}$ C.U.) 4. Basic Office Machines (1 sem. - 5 periods wk. - $\frac{1}{2}$ C.U.) 5. Basic Advertising (1 sem. - 5 periods wk.- $\frac{1}{2}$ C.U.) 6. Basic Salesmanship (1 sem.- 5 periods wk. - $\frac{1}{2}$ C.U.) 7. Work Experience (2 sem.- 15 hours week - 1 C.U.) 	
SHOP (INDUSTRIAL ARTS)	<p style="text-align: center;">11th and 12th GRADES</p> <ol style="list-style-type: none"> 1. Woodworking 2. Printing 3. Metalcrafts 4. Mechanical Drawing 5. Shoe repairing (Dunbar only) <p style="text-align: center;">(Each: 2 sem. - 10 periods wk. - 1 C.U.) 2 sem. - 5 periods wk. - $\frac{1}{2}$ C.U.)</p>	
HOME ECONOMICS	<ol style="list-style-type: none"> 1. Foods 2. Clothing <p>(2 sem.- 5 periods wk.- 1 C.U.)</p>	<ol style="list-style-type: none"> 1. Foods (2 sem.-5 periods wk.- 1 C.U.) 2. Clothing (2 sem.-5 periods wk.-1 CU) 3. Home Management (1 sem.-5 per.wk.-$\frac{1}{2}$CU) 4. Children, Youth, Family (1 sem.-$\frac{1}{2}$CU, 5p.wk)
ART	<p style="text-align: center;">Art</p> <p>(2 sem.- 5 periods wk.- $\frac{1}{2}$ C.U.)</p>	<p style="text-align: center;">Art</p> <p>(2 sem.- 5 periods wk.- $\frac{1}{2}$ C.U.)</p>
MUSIC	<p style="text-align: center;">11th and 12th GRADES</p> <ol style="list-style-type: none"> 1. Choral Singing (2 sem.- $\frac{1}{2}$ C.U. 5per.wk) 2. Band (2 sem - 1 C.U., 5 per.wk) 3. Orchestra (2 sem. - 1 C.U., 5 per.wk) 4. Instrument (coaching)(2 sem. - $\frac{1}{2}$ C.U., 5p.wk) 5. Organ Lessons (2 sem. - $\frac{1}{2}$ C.U., 5 per.wk.) <p style="text-align: center;">Can be taken in 11th or 12th grade (Each: 5 per. wk)</p> <ol style="list-style-type: none"> 1. Music History (2 sem. 1 CU) 2. Harmony (1 sem. $\frac{1}{2}$ CU) 3. Piano (2 sem. 1 CU) 4. Orchestration (2 sem. 1 CU) 5. Music Appreciation (2 sem. 1 CU) 	
PHYSICAL EDUCATION	<ol style="list-style-type: none"> 1. Physical Education-Health (2 sem.-5 periods wk- No C.U.) 2. Driver Training(11th or 12th gr.)(1 sem.-5 periods-$\frac{1}{2}$ CU) 	<ol style="list-style-type: none"> 1. Physical Education- Health (2 sem.-5 periods wk.- No C.U.)
MILITARY SCIENCE	<p style="text-align: center;">Cadets II</p> <p>(2 sem. - 5 periods wk.- 1 C.U.)</p>	<p style="text-align: center;">Cadets III</p> <p>(2 sem.- 5 periods wk.- 1 C.U.)</p>

SUMMER SCHOOL

June 26 - August 4 - 1961

JUNIOR HIGH SCHOOL

1. LABORATORY

For students of average or above average I.Q. who test below grade level in Reading or Computation.

One 2-hour period daily.

Credit given at the discretion of the Principal.

2. SUPPLEMENTARY

For pupils who have failed in the year course and could probably pass with the additional 6-weeks instruction.

Courses: Algebra (9th)
English (7th, 8th, 9th)
General Math (7th, 8th, 9th)
General Science (7th, 9th)
Geography (7th)
History (8th, 9th)
General Business (9th)
French, Spanish, or Latin (9th)
Typing (9th)

(One 2-hour period daily. Credit if successfully completed.) 1 C.U. except Typing $\frac{1}{2}$ C.U.

3. COMPLETE COURSES

One semester courses: 2-hr. period daily
Civics (9th)
World Geography (9th)
General Science (9th)

For students needing one semester's credit because of failure or retardation: $\frac{1}{2}$ C.U.

Year Course: (1 C.U.)

One 4-hour period daily.

For students who need to repeat a year's course, or who were unable to take a year course in the regular term because of a requirement to make up another course.

Offered: Algebra (9th)
Commercial Arithmetic (9th)
General Mathematics (8th, 9th)
History (8th)
English (8th, 9th)

SENIOR HIGH SCHOOL

1. 2-SEMESTER COURSE

(For students who failed during regular school year, or for those who need credit in order to graduate.)

1 C.U. credit, except Typing $\frac{1}{2}$ C.U.
4-hours daily.

Offered: English (10th, 11th, 12th)
U.S. History
Elementary Algebra
Chemistry
Physical Science
Biology
Plane Geometry
French I and II
Spanish I and II

Also, Basic Social Studies, Basic Arithmetic, Basic Science, Applied Mathematics, Business Information, Typing 1 and 2.

2. 1-SEMESTER COURSE

(For students who failed during regular school year, or for those who need credit in order to graduate.)

2 hours daily. $\frac{1}{2}$ C.U. (except Physical Ed., None)

Offered: Sociology
Government
Economics
Advanced Geography
Physical Education (10th, 11th, 12th)

3. REMEDIAL READING

For students with average or above average I.Q. who test below grade level in Reading.

One 2-hour period daily (non-credit).

BEGINNING TYPING (No credit)

For college prep and honors students, grades 9 through 12. Classes will be organized if funds are available after the regular summer make-up program is taken care of.

Hours: 8:30 to 12:40 (Junior) 12:50 (Senior)
Junior High Schools: Shaw Stuart
Taft Woodson

Senior High Schools: Anacostia Coolidge
REGISTRATION handled by pupil's regular school. He must be recommended by his principal, and assigned to the school nearest his residence.

FIRST PREFERENCE according to judgment of principal if all pupils can not be accommodated. Class cancelled if too few register.

"Increasing enrollment in our schools is resulting in unequalled opportunities (for careers) in education. Qualified teachers are scarce. The number of pupils is increasing rapidly every year. These pupils will need good teachers for years to come."

- Dr. Paul Carr, President, D.C.T.C.

COST TO ATTEND D.C.T.C.

Although no tuition is charged, students must pay \$70 a year in activity fees, buy their own books and supplies (about \$40 each semester), and pay lab fees in certain courses. No housing facilities are available for students.

SCHOLARSHIPS

A limited number of scholarships (about 2 dozen), provided by various groups and organizations in the community, is available. Application for them should be made at the high schools through the principal or counselor.

LOANS

"The Student Loan Fund...exists to give financial assistance to students of good moral character and academic promise. Request for loans will be made to the Dean of Students and must be approved by the counselor in the student's major subject. To be eligible for a loan the applicant must have an average grade of C or better.

"The College also participates in the National Defense Student Loan Program (Funds provided by the Federal Government)Application blanks and information may be obtained from the Office of the Assistant to the President of D.C. Teachers College."

PART-TIME EMPLOYMENT

"Opportunities for part-time employment are available in Washington for students who find it necessary to earn part of their expenses while attending college. Assistance in finding suitable employment may be obtained through the Office of the Dean of Students."

- From 1960-62 Catalog of D.C.T.C.

TEACHING CAREERS

Hiring of D.C.T.C. graduates by the District of Columbia School System is expedited because the college program is geared to fulfill exactly the Board of Education's requirements for qualified elementary and junior high school teachers.

Starting salary: \$4800 a year. If teacher is satisfactory, probationary status changes to permanent status with job tenure after two years. Salary advances automatically \$188 a year for satisfactory teachers, to a maximum of \$7095. More pay is given teachers with the Master's degree and above.

D. C. TEACHERS COLLEGE

SEND APPLICATIONS TO:

Office of the Registrar
D.C. Teachers College
Wilson Building, 11th and Harvard St. N.W.
Washington, D.C.

D. C. TEACHERS COLLEGE

ADMISSION REQUIREMENTS

1. Graduation with 16 Carnegie units from an accredited high school.
2. Of these 16 units, 10½ must be academic courses taken at college preparatory level as follows:

4 units of English (all 4 units of high school English will be counted as college preparatory if 11th and 12th, or 12th, grade English courses were taken in the Honors or Regular Track of the D.C. high schools.)

2 units of (one) foreign language

2 units of mathematics

1½ units of social studies

1 unit of science (laboratory)

(These courses are found in the Regular and Honors Tracks of the D.C. public high schools.)

3. Expressed intention to teach.
4. Entrance examinations (those given at the College in March, May, June, December; OR College Board scores).
5. Recommendation from high school official.
6. Physical examination by college physician.
7. Personal interview.

EXCEPTIONS: Conditional admission of applicants who pass the qualifying entrance exams but lack not more than 2 units of the prerequisite courses (named above)-----provided that deficiencies are removed by successfully completing such courses in an accredited high school within 2 years.

- From Board of Education Rules, Feb. 15, 1961. Summary approved for accuracy by Dr. Paul Carr, President of D.C. Teachers College

DAY AND EVENING SCHEDULES

"Courses are offered in the late afternoon, evening, and on Saturday for students who find it impossible to enroll in the regular daytime schedule.

"The same entrance requirements apply, and the same academic standards are maintained.

"Students may enroll for work at the beginning of each semester and the summer session."

- Dr. Paul Carr, President D.C.T.C.

GUIDANCE

"Students are assigned to faculty counselors who assist them in planning their academic programs and in meeting individual problems of a personal and professional nature."

- D.C.T.C. Catalog, 1960-62

TRAINING PROGRAM

"Students must select either the elementary or junior high school curriculum as a field of concentration.

"Students selecting the junior high school curriculum must select a major in one subject and a minor in another subject. The subjects...are as follows:

Business Education
English
General Speech(minor only)
Speech Correction (major only)
Geography
History
Mathematics
Physical Education (Major only)
Science

"The first two years of the college program are devoted largely to general education..."

The following requirements must be met at the end of the sophomore year if the student is to continue with the junior and senior years(teacher-training program):

"1. Completion of at least 64 semester hours of work with a scholastic record of C or higher.

2. Average grade of C in Freshman English courses or evidence of adequate understanding of the fundamentals of English as measured by sophomore English tests.

3. Evidence of physical stamina and correction of all remedial physical defects.

4. A pleasing voice free from objectionable qualities which will impair the effectiveness of teaching.

5. Personal and professional qualities essential to successful teaching.

6. Acceptance in major and minor subjects by chairmen of the divisions concerned."

- From D.C.T.C. Catalog, 1960-62

EXTRA-CURRICULAR ACTIVITIES

"The College engages in intercollegiate competition and conducts extensive programs of intramural sports for both men and women. In addition, there are various clubs and societies which provide opportunities for enjoyable activities for all students."

- D.C.T.C. Catalog, 1960-62

CAREERS AND OCCUPATIONS

"The amount of schooling a person has is not, of course, the only factor that makes for higher income. Persons who succeed in obtaining considerable schooling tend to be above the general average in level of ability. In addition, some may have social and economic backgrounds that are advantageous in securing employment and promotions.

"Differences in income undoubtedly reflect a complex of circumstances, but statistical evidence strongly suggests that schooling is a major factor affecting the earnings of workers."

- Dept. Labor "Occupational Outlook"

-May, 1958

Accent on Education and Training

"To succeed in the complex jobs of today and tomorrow, to develop their own gifts and talents to the fullest, MORE PEOPLE WILL NEED TO CONTINUE THEIR FORMAL EDUCATION BEYOND HIGH SCHOOL...."

- Dept. Labor "Changing Manpower"

Mathematics in the Public High Schools

"Many jobs that require no college training do demand the passing of aptitude tests requiring skill in using figures.

"Furthermore, in most of the skilled trades, an understanding of shop mathematics is essential to the successful completion of apprenticeship training."

-Dept. Labor "Occupational Outlook"
- May 1958

"To qualify for apprenticeship in any of the skilled trades, a young man must have more-than-ordinary ability to work with his hands, as well as his head. To be successful, he must have perseverance, ambition, and initiative. Many program sponsors prefer high school graduates.....

Increasingly, emphasis is being placed on the need for a background in mathematics and science."

-Dept. Labor "Apprenticeship Training"
-1958

"DEMAND SWELLS FOR SCIENCE GRADS"

"Industry's demand for this spring's crop of technical students is 'sensational'.

"Business Week's survey says salaries offered this year's college graduates are up from 3 to 5% on average. Technical seniors are averaging \$525 a month...

"Although engineering, particularly electrical and mechanical, remains the strongest field, the recruiters report a great scarcity in accountants..."

- Washington Post - April 19, 1960

CAREERS AND OCCUPATIONS

Occupation	Educational Requirements	Major Aptitudes and Abilities	Approximate Pay
PROFESSIONAL GROUP			
Doctor	8 years beyond high sch. Pass licensing exam.	Above average intelligence. Interest in science. Sympathetic to people. Emotionally stable	Generally start low, rise rapidly. With experience, average about \$15,000 yr. in private practice.
Dentist	6 or 7 years beyond high sch. License required.	Above average intelligence. Interest in science. Manual skill.	Start low, rise rapidly. With experience, about \$12,000 in private practice.
Lawyer	6 or 7 years beyond high sch. Pass Bar exam.	Above average intelligence. Ability to write and speak well.	With experience, about \$7000 - \$14,000
Pharmacist	5 yrs. beyond high sch. License required.	Interest in math and science.	As drugstore employe, about \$4500 - \$6500
Architect	5 yrs. college, 3 yrs. practical experience for state license.	Facility in drawing. Ability and interest in math. Artistic creativity. Flair for business and human relations.	Salary start: \$5000 With experience: \$10,000. Often more in private practice.
Engineer (9 types)	4 yrs. college, Master's degree desirable.	High intelligence. Strong interest in math and science.	Start: About \$6000. After 10 yrs., about \$10,000, average.
Scientist (Chemist, Physicist, Geologist, Biologist, Mathematician, etc)	4 yrs. college, Master's degree (and for many jobs, the PhD degree) desirable, perhaps necessary.	High intelligence. Interest in and aptitude for math, science. Inquisitive mind.	A.B.: start about \$5000 yr. in govt. or business. PhD: start about \$7500 yr.
Social Scientist	4 yrs. college. Master's degree preferred.	Interest in collecting and analyzing statistics and other data. Interest in teaching.	A.B.: start about \$4,000 yr. in govt.
Librarian	4 or 5 yrs. college	Love of books. Interest in cataloguing and filing. Typing skill desirable.	Start about \$4200 With experience, about \$6000 yr.
Social Worker	4 yrs. college. Master's degree preferred.	Interest in people and social problems.	Caseworker, A.B. degree: about \$3360 to \$4320 yr.
Teacher	4 yrs. college. State test for certificate. Master's degree for higher grades.	Liking for children. Pleasant personality. Poise. Emotional stability. Ability to organize time and materials.	D.C. starts \$4500 yr., elementary teacher. Maximum: \$6700
Clergyman	Wide range. 4 yrs. college desirable. Trend to AB plus 3 yrs. theological school.	Interest in religion and religious activities. Ability to speak and write clearly.	Varies considerably
Accountant	4 yrs. college for the better jobs	Interest and ability in math. Attentive to detail.	Start about \$4000 - \$5000 yr.

CAREERS AND OCCUPATIONS

Occupation	Educational Requirements	Major Aptitudes and Abilities	Approximate Pay
Journalist	4 yrs.college preferred	Ability to write well. Accurate memory. Nose for news. Initiative. Persistence. Typing skill useful.	Start (big paper) about \$3000. Small paper, less. With experience:\$5000-\$10000
RELATED JOBS (SEMI-PROFESSIONAL)			
Medical Technologist (Lab worker)	3 yrs. beyond high sch. Beginning in 1962, 4 yrs beyond high sch.	Patience. Resourcefulness. Manual dexterity. Dependability. Ability to follow directions. Interest in science.	Average about \$4400
Nurse(RN)	2 or 3 or 4 yrs. beyond high sch. Training free in some hospitals. License required.	Physically fit. Desire to help people. Interest and ability in science and math.	Start about \$3400 -\$4000
Commercial Artist	2 or 3 yrs. art school	Artistic ability.	Start about \$3200. With experience,\$5000 to \$15,000 depending on talent.
Technician (Scientific Aide,such as Aeronautical engineer, Heating engineer, Draftsman, Designer, Electronic technician, Electronic machine programmer)	2 years beyond high school.(Technical School or Junior College, or Armed Forces School, or on-the-job apprenticeship.)	Basic scientific and mathematical knowledge. Manual skill. Practical mind.	Start about \$4000. With experience, up to about \$8,000 year.
RELATED JOBS (ADMINISTRATIVE- MANAGERIAL)			
Self-employed Proprietor	High school graduate. College helpful.	Ability and energy. Knowledge of the trade.	Varies considerably.
Salaried Business Executive (Dept.store, Bank,Business Corporation) Administrators (Govt.,non-profit agencies)	College training, often in business and administration, is preferred,sometimes required. Long experience required.	Ability to plan and direct. Imagination. High intelligence.	Usually about \$10,000 a year, or more.
Business specialist (Buyer, Purchasing Agent, Personnel Worker,etc)	College training preferred. Trend to requiring college training.	Good judgment. Ability to work well with people. Knowledge of the business.	Usually up to \$10,000 a year

CAREERS AND OCCUPATIONS

Occupation	Educational Requirements	Major Aptitudes and Abilities	Approximate Pay
OFFICE WORKERS			
Secretary, Stenographer	High school graduate with business training, including shorthand.	Reading comprehension, numerical skill. Knowledge of spelling, grammar. Ability to get along with others. Accuracy, attention to detail.	U.S. jobs: \$3755 - \$5400 Must pass Civil Service exam.
Typist	High school graduate, with typing skill.	Manual and finger dexterity. Good vision. Friendly manner. Neatness. Ability to follow instructions.	U.S. jobs: \$3255 to \$4065 Must pass Civil Service exam.
Bookkeeper	High school graduate. Business course in bookkeeping.	Above average aptitude for numbers. Ability to concentrate on details.	Start about \$2800 to \$3600. With experience, about \$5000
Clerk (Bank, hotel)	High school graduate. Business school training helpful	Attention to detail. Ability to handle numbers. Ease in dealing with people. Courteous, friendly.	About \$2000 to \$3700 year.
Office Machine Operator	High school graduate or business school. On-the-job training often provided.	Finger dexterity. Good hand-eye coordination. Ability to detect obvious arithmetic errors.	Average about \$50 to \$75 a week depending on machines operated.
Switchboard Operator	High school preferred. On-the-job training given.	Pleasing voice. Stable disposition. Good hearing and sight. Manual dexterity.	Average from \$50 to \$70 a week.
SELLING			
Salesclerk in retail store	High school graduates preferred. (Training in distributive services useful.)	Interest in sales work. Pleasing personality. Neat appearance. Ability to be on feet for long periods.	Non-union start about \$1300-\$2600 Union, about \$2000-\$3800. With experience, \$2000 to \$5000
Insurance Agent	High school graduate. College desirable. On-the-job training.	Friendliness. Sincerity. Ability to present detailed information clearly.	About \$4200 and up.
Real estate salesman or broker	High school preferred. Exam for license.	Aptitude for selling. Skill in dealing with people. Initiative.	Varies considerably.
Wholesale Salesman; Manufacturer's Salesman	College education preferred, especially for specialized products.	Ability to meet and get along with people. Pleasant but strong personality. Initiative.	Start for college graduate, about \$4000-\$5000. With experience, up to \$20,000 (including commissions)
PROTECTIVE SERVICES			
Policeman and Fireman	High school graduate. On-the-job training.	Physically qualified. Pass written intelligence test. Emotional stability.	DC Private starts \$4800, maximum \$6840 Other ranks earn more.
Military Services	High sch. useful. Officers need 1 to 4 yrs. college.	Physical fitness. Ability to follow instructions.	Enlisted men: \$78 to \$440 month, plus benefits. Officers more.

CAREERS AND OCCUPATIONS

Occupation	Educational Requirements	Major Aptitudes and Abilities	Approximate Pay
SKILLED TRADES			
Building Trades (Carpenter, painter, plumber, bricklayer, electrician, plasterer, etc.)	High school desirable. 3 to 6 yrs.apprenticeship,often through union. Sometimes,only informal training in trade. Electricians,plumbers, pipe fitters need license in D.C.	Manual dexterity. Industrious. Reliable. Ability to do accurate measuring and figuring.	Union rates for experienced: Range from \$2.25 to \$3.90 an hour,depending on trade and locality. Work often not continuous.
Printing (composing room crafts, lithographic crafts, pressroom, bindery, photo-engravers,etc)	High school graduates usually required, plus 4 to 6 years apprenticeship (often through union)	Knowledge of spelling,grammar, punctuation. Interest in trade. Manual and finger dexterity.	Union rates for experienced, about \$5200 a year.
Heavy Machinery Repair and Installation (Auto,diesel, industrial machinery, etc.)	High school graduate preferred. Shop experience valuable. Training as apprentice or on-the-job, or in company school.	Knack with engines and machines. Manual dexterity.	With experience, about \$5200 year.
Electronic Repair and Installation (Radio and TV,telephone craftsmen, other electronic equipment, instruments)	High school graduate with training in algebra and trigonometry. One or 2 years technical school preferred. Some on-the-job training. Armed Forces School.	Manual and finger dexterity. Good sight. Color perception. Interest in and knowledge of basic electronic principles.	With experience, about \$4000 to \$8000 year.
Stationary Engineer (Large building equipment operator)	High school preferred, with math,science,shop background. On-the-job training. License required in most large cities.	Mechanical aptitude. Manual dexterity. Interest in regulating, controlling the heating, cooling,ventilating systems of buildings.	About \$2 to \$3 an hour (\$4000 to \$6500 year)
Machining Occupations (Machinist, tool and die maker ,instrument maker ,layout m n,etc)	High school with vocational school preferred. On-the-job training.	Mechanical ability. Temperament for exacting, often tedious work.	With experience, about \$5000 to \$6000 year.

CAREERS AND OCCUPATIONS

Occupations	Educational Requirements	Major Aptitudes and Abilities	Approximate Pay
Foundry and Forge Shop Worker	At least 8th grade education. High school preferred. On-the-job training.	Physical strength. Manual dexterity. Interest in metal work.	With experience, about \$5000 to \$6000
PERSONAL SERVICES			
Practical Nurse	High school graduate (Sometimes 10th gr. accepted.) About 1 yr. training in vocational high school or approved practical nursing school. License required in all states except D.C.	Desire to help sick. Aptitude for the work. Good health. Physical stamina. Patience. Dependability.	Average in hospitals, about \$2600 year.
Barber	8th grade, and graduate of Barber's School. Pass exam for apprentice license. Pass 2nd exam for barber's license.	Manual dexterity. Courteous manner. Ability to follow instructions. Good health and physical stamina.	About \$3000 to \$5000 year
Beautician	8th or 10th grade, and completion of 6 to 9 month cosmetology course. Exam for license.	Friendly personality. Manual dexterity. Sense of form and artistry. Physical stamina. Ability to follow instructions.	Start about \$2600. With experience, about \$3900 to \$5200 plus tip.
Food Handler (Waiter, busboy, kitchen aide, etc.)	8th grade minimum preferable but not usually insisted upon. Vocational training helpful. On-the-job training.	Physical strength, good health. Ability to stand on feet for long periods. Pleasant personality.	Union rates, about \$6 to \$10 a day, plus tips. Non-union pay less.
Auxiliary Nursing (Orderly, attendant, nursing aide)	No formal education required. 6th grade desirable. One week to 3 months on-the-job training.	Desire to help the sick. Aptitude for the work. Ability to follow instructions. Good health, physical stamina.	Somewhat less than Practical Nurses.
Shoe Repairman	6th grade education desirable. High school shop experience helpful. On-the-job training.	Manual dexterity.	Experienced, about \$65 to \$75 week
SEMI-SKILLED OCCUPATIONS ("Largest occupational group in the Nation's Labor Force"-Dept. Labor)			
Factory & Shop Worker (Material handlers, assemblers, machine tool operators, sewing machine operator, etc.)	High school training not required, but preferred.	Interest in doing routine, repetitious operations. Manual dexterity. Ability to follow instructions.	Pay varies considerably, depending on job, locality, ability, union or non-union. Range from about \$35 to \$90 a week.

CAREERS AND OCCUPATIONS

Occupation	Educational Requirement	Major Aptitudes and Abilities	Approximate Pay
SEMI-SKILLED OCCUPATIONS (continued)			
Truckdriver (Local, over-the-road, route man such as milk delivery, etc.)	6th to 8th grade required. High school preferred.	Physical strength often required, especially for lifting heavy goods. Ability to handle truck safely and skillfully. Good judgment on the road.	Local: about \$2 to \$2.50 an hour. Over-the-road: about \$7000 year. Routeman: about \$3000-\$8000 range.
Taxidriver	At least 8th grade preferred. Exam and license required in D.C.	Good coordination. Knowledge of the city. Courteous.	For 6-day week, 9-10 hrs. a day: about \$3000 to \$5000
Service station attendant	Some high school training preferred.	Mechanical aptitude and some knowledge of autos desirable. Driver's license usually required. Courteous, pleasant.	About \$1 an hour. Some more for light mechanics. Long hours
UNSKILLED OCCUPATIONS			
Domestic (Maid, day worker in homes, hotels, etc.)	No formal education required.	Physical stamina. Good health. Ability to follow instructions. Ability to organize time and work desirable.	About 75¢ to \$1 an hour and carfare in D.C. area (About \$2000 yr. if employed continuously)
Maintenance (Janitor, gardener, street cleaner, etc.)	No formal education required.	Physical strength. Ability to follow instructions.	About \$1 an hour
Heavy Labor (Farm worker, many road and building construction workers)	No formal education required.	Physical strength. Good health. Ability to follow instructions.	Union rates: from about \$1.75 to \$2.25 an hour Non-union rates: from about \$1.25 to \$1.50 an hour
Laundry worker	No formal education required, except for sorters and markers.	Manual dexterity. Physical stamina.	\$1 an hour generally

Major Source: "Occupational Outlook Handbook"
1959 edition - U.S. Dept. Labor

Careers and occupations described in these charts were selected as major types from among hundreds of jobs.

The information given about them should be considered as suggestive rather than definitive or absolute. Pay in particular is subject to much variation from place to place, from year to year even.

**A PUBLICATION OF
THE D. C. CONGRESS OF PARENTS AND TEACHERS
1960**

"Entrance requirements vary greatly from college to college. Study the requirements for entrance as given in the catalogs of the colleges you are considering. The data given below offers general information but may not be exact for the school in which you are interested.

1. Subjects

Usual college admission requirements:
15 or 16 Carnegie units
(A subject studied for one period daily and requiring homework receives 1 unit per year.)

Required credits may include:

3-4 units of English

2-3 units in math

1 unit in history

2-3 units in foreign language

1-2 units in science

Electives (sometimes in academic subjects only)

2. Marks

Marks are of FIRST importance to most colleges. An A-B record is essential for admission to many colleges.

3. Tests

About 200 colleges, including most of the better known universities and colleges in the eastern states require the College Entrance Examination.....A score of 500 is considered to be near the mean or average score..."

"Planning for College" bulletin, 1960

- D.C. Public Schools

"What Colleges do D.C. Grads Go To ?"
(Class 1959-60)

Howard.....	207
George Washington.....	150
D.C. Teachers College.....	129
Maryland University.....	107
American University.....	72
Montgomery Co. Junior College....	65
Other.....	525
Total	1255

9-4
Mont. County
Documentation
of Testing
Pages 17 & 18

Office of the Superintendent of Schools
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

December 6, 1965

MEMORANDUM

To: Members of the Board of Education

From: Homer O. Elseroad, Superintendent of Schools

Subject: Annual Report of the Office of Testing Services and the Findings
of the 1964-65 Testing Program

The attached report describes the organization, functions, and activities of the Office of Testing Services and the findings of the 1964-65 testing program.

The testing program currently supplies information pertaining to three of the twelve educational goals of the public schools in Montgomery County. These data constitute one source of information used in assessing the extent to which the schools are fulfilling their several responsibilities. The testing program and accompanying data can be viewed in proper perspective when considered along with other sources of information, such as that emanating from teachers, counselors, and other school personnel.

This report was prepared by Dr. James D. Morgan, director of the Office of Testing Services.

ACTIVITIES

DEVELOPMENT

Most of the year was spent in the evaluation of standardized measures for the new county-wide testing program and no progress was made toward the development of tests which reflect basic changes occurring in basic aspects in the curriculum. The need for test development is particularly evident in mathematics, science, social studies, and the special education program.

ADMINISTRATION

There were approximately 275,000 tests administered this year in the county-wide program. This does not include tests given by teachers and the local school. Each school should give consideration to the following aspects of test administration: having a balance of testing for various skills and abilities, insuring continuity of student test records, orientating pupils and parents before

testing, examining policies regarding inclusion and exclusion of students for testing, giving all teachers an annual orientation to test administration practices, and developing a test administration schedule for secondary schools which assumes active participation of the classroom teacher.

STUDENT EVALUATION

There is need for teachers to become skillful and at ease in the use of test information as a supplement to their own assessment of pupils through the use of marks. The conversion of stanine scores on standardized tests to an A-B-C-D-E pattern can be a positive means by which teachers can evaluate their own marking practices. It has been obvious for some time that the marking pattern in Montgomery County should not be typical of the Nation as a whole.

CURRICULUM EVALUATION

Many of the recent curriculum documents have a section on techniques for evaluation. These techniques are usually as varied as the goals and objectives held for students. The document can then be a source of techniques by which the local school evaluates new curricula in terms of pupil progress.

Evaluation at the county level requires the availability of new measuring devices one year ahead of the introduction of new curricula so that baseline information can be obtained on students under the old program. Comparisons are then possible on student performance before and after curriculum change with the use of appropriate criteria.

Changes in arithmetic fundamental scores and scores on tests which measure skills in the new mathematics in the elementary and junior high school grades indicate that greater attention should be given to curriculum evaluation at the school and county level.

REPORTING

A new permanent test record card is now available for use in pupils' folders from Grades K-12 which permits the recording of any kind of score by hand or by use of data processing equipment. A system of reporting was also developed which provides a 3 x 5 card of test information for the principal, the teacher the pupil had in the previous year, and the teacher the pupil will have in the coming year. The first try-outs of the card system showed that teachers preferred it over class record sheets which require a great deal of clerical work in transcribing information.

USE AND INTERPRETATION

Today in public education testing information is used for decision making by pupils, parents, teachers, administrators, and the school community as a whole. There are

over 150 school faculties and 150 PTA associations which have a real interest in the decisions made by our schools on the basis of test information. The need for the provision of in-service activities which are convenient to the school principal was pointed out.

FINDINGS

CHRONOLOGICAL AGE AND MENTAL MATURITY

The findings on chronological age showed that students in Montgomery County are substantially younger than those in the national sample. This indicates that there is likely a smaller percentage of students retained or not promoted locally and that teachers generally may find that the typical child has scholastic aptitude for advanced work in a grade but may not always have the maturity which also contributes to learning.

Scholastic aptitude scores of Grade 10 students have been lower than Grade 8 students for the past seven years. There are fewer pupils of low scholastic aptitude in Grade 12 than in Grade 10. These data indicate that pupils of lower ability are leaving school in the upper grades.

ACHIEVEMENT IN TERMS OF RAW SCORE

The number of correct answers that students receive on tests over a period of time is the most direct indication of the trend of local achievement. The findings showed that achievement has been maintained and improved upon in 71 per cent of the basic comparisons. Improvement was evidenced in reading vocabulary, science, and social studies skills in Grade 6 and in arithmetic fundamentals and mechanics of English in Grade 8.

The findings which the staff should review in the coming year are the decreases in arithmetic fundamentals and arithmetic reasoning in Grades 3 and 5 and the decreasing scores on the Test of Mathematics 7.

ACHIEVEMENT IN TERMS OF THE 1963 NATIONAL GRADE NORMS

The level of achievement by Montgomery County pupils was superior to pupils in the same grade in the 1963 national sample in all of the six subjects studied. The median scores in Grade 3 averaged six months higher than the typical student in the national sample. Scores in the several subjects measured averaged nine months higher in Grade 5, eight months higher in Grade 6, and twelve months higher in Grade 8. Achievement in the several grades averaged the same amount above norm as in the previous report year.

ACHIEVEMENT IN TERMS OF MATCHED GROUP NORMS

There are 18 basic comparisons of local achievement with that of pupils with similar abilities for this report year. Thirteen of the 18 comparisons (72 per cent) showed that Montgomery County pupils achieved equal to or better than that of comparable pupils.

Before the introduction of the 1963 norms, Montgomery County scores averaged approximately five months above matched group norms in the elementary grades. Now it averages one or two months above in Grades 5 and 6. These results do represent new standards for elementary pupils in Montgomery County particularly in the areas of reading vocabulary, comprehension, and mechanics of English. It will be possible to compare results on these tests with another set of national norms used in the new testing program.

PERFORMANCE ON READING AND ARITHMETIC SKILLS
BY GRADE 10 AND GRADE 12 STUDENTS

These findings showed that secondary students at lower levels of ability need particular assistance in developing the skills to identify typical language usage, errors in student compositions and the skills in performing numerical computations, such as adding, subtracting, multiplying, and dividing whole numbers, decimals, mixed numbers, and fractions. Students were more capable in the reading and spelling tests. The findings also showed that there are fewer students at the lower levels of scholastic aptitude in Grade 12 than in Grade 10. At the 85-99 IQ level of scholastic aptitude the relative number and per cent of students scoring below the defined level on these tests were similar in Grade 10 and Grade 12 and represent a "hard core" of need with regard to skill development. The data for the two different schools indicate that proposals might be generated better by different schools to find what might be done to meet consistently these skill needs on a long term basis as a part of the regular program.

ACHIEVEMENT IN SECONDARY SCHOOL SUBJECTS

Testing in secondary school subjects in the past has been spotty in terms of assessing the general effectiveness of the secondary school program. The next annual report from this office will contain information based on a series of six comprehensive tests administered on a county-wide basis in Grades 9 and 12. These data will be made a routine part of the annual report. Each school will be responsible for selecting and giving tests in specific subjects to evaluate the effectiveness of its own program.

PERFORMANCE ON COLLEGE ADMISSIONS TESTS

The data available on the performance of Montgomery County students who elected to take various tests for college admissions purposes is presented. The voluntary aspect of the programs and the norms provided by the testing organizations should be considered in the interpretation of the results.

HOE:jem

Attachment

MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

ANNUAL REPORT
OF THE
OFFICE OF TESTING SERVICES

December 6, 1965

Homer O. Elseroad
Superintendent of Schools

TABLE OF CONTENTS

	<u>Page</u>
Purpose	1
Organization	1
Functions	1
Activities	2
Development	2
Administration	3
Scoring and Processing	4
Student Evaluation	4
Curriculum Evaluation	5
Reporting	6
Use and Interpretation	7
The Maryland Certificate of High School Equivalence	8
Testing Program for Issuing Credit for the Evening High School Student	8
Discussion and Analysis of Findings	8
Chronological Age and Mental Maturity	8
Intelligence Scores of Typical Classrooms of Thirty Students	11
Achievement in Terms of Raw Scores	12
Achievement in Terms of 1963 National Grade Norms	16
Achievement in Terms of Matched Group Norms	18
Achievement in Terms of Matched Group Norms-- Individual Student Analysis	20
Performance on Reading and Arithmetic Skills By Grade 10 and 12 Students	22
Achievement in Secondary School Subjects	25
Performance on College Admissions Test	25
Summary of Findings	26
Appendix	28

PURPOSE

The purpose of this report is to describe the organization, functions, activities, and findings of the 1964-65 testing program of the Office of Testing Services.

ORGANIZATION

The office reports to the assistant superintendent for instructional and personnel services. The staff assigned this function during the past three years is shown in the table below:

TABLE 1

Personnel of the Office of Testing Services

<u>Position</u>	<u>No.</u> <u>1962-63</u>	<u>No.</u> <u>1963-64</u>	<u>No.</u> <u>1964-65</u>
Professional	2	2	2
Supporting Services	<u>4</u>	<u>4</u>	<u>5</u>
Total	6	6	7

FUNCTIONS

The general function of the office is to develop and administer measures of high quality for the evaluation of student achievements which reflect the educational goals adopted by the Board of Education and consequently provide information for assessing and improving the effectiveness of instruction. The program currently provides information pertaining to the following three of the twelve educational goals: (1) competence in the fundamental skills of listening, observing, speaking, reading, writing, spelling, mathematics, and arts; (2) understanding and evaluations of the cultures and contributions of other peoples; and (3) understanding of scientific truths of the universe and man's relationship to them. Plans have been made to expand the scope of the program to include the other educational goals.

The twelve educational goals for the public schools of Montgomery County indicate in broad outline the extent of the responsibility of the public schools for the intellectual, emotional, physical, and social development of students. The testing program provides one source of information used in assessing the extent to which our schools are fulfilling this responsibility. Data gathered by teachers, counselors, school nurses, and other school personnel must be considered along with test results in evaluating the total school program.

A major objective of the testing program is to provide reliable information which can be used by the staff to improve the teaching-learning situation in the schools. Such information when properly interpreted is valuable to those responsible for the development of curriculum, the improvement of teaching procedures, the organization of the school program, and the guidance and placement of pupils. County-wide test results also indicate the effectiveness of the school program when interpreted in the light of such student characteristics as mental ability, chronological age, and grade placement.

ACTIVITIES

The activities of the office are grouped into the categories of development, administration, student evaluation, curriculum evaluation, reporting, use and interpretation, and administration of the high school equivalence certificate testing program.

DEVELOPMENT

The effectiveness of the testing program in fulfilling its general function depends in part on the progress made in developing and using measures which agree with advanced and proven concepts of curriculum and teaching. The testing program limits and restricts the school program when the development function lags and out-dated tests are used. The testing program can be an effective instrument in the implementation of curriculum change when quality measures are available because the nature of the measures and the results have significance that is equally apparent to pupils, teachers, and administrators. Evaluation should, therefore, be among the first rather than among the last considerations in the general effort to improve the teaching-learning process in the schools.

During this year no tests were made for use by the schools which reflect the basic changes occurring in various aspects of the curriculum. Subject supervisors participated last year in evaluating the standardized tests available for use in the new county-wide testing program which was initiated.

There is need for test development for the special education program and other aspects of the school curriculum. Supervisors of mathematics, science, and social studies outlined in specific terms the needs for the development of tests and evaluative techniques. The following measures need to be developed to maintain a vital mathematics program: Grades K-6 -- Diagnostic tests of fundamental operations, revision of the present Tests of Mathematical Understandings used in the intermediate grades to include three separate sections on fundamental operations, problem solving, and understandings; Grades 7-12 -- Test of Mathematics 7 (semester and final); Test of Mathematics 8 (semester and final); Algebra I (30 quizzes, 15 chapter tests); Geometry (30 quizzes, 15 chapter tests); and the development of a bank of items in mathematics in the several subjects from which teachers can assemble classroom tests.

Tests which are available in science do not measure adequately a sufficient number of the objectives of the program in Grades K-9 to use them regularly in the classroom as techniques for appraising pupil progress. The measures which

are available for the Grade 10-12 sequence are more appropriate. It is necessary, therefore, to develop a wide range of techniques for classroom use in the Grade K-9 sequence which measure objectives, for example, that range from the possession of knowledge through the spirit of inquiry. Initially a general appraisal program should be identified which indicates the kinds of techniques appropriate to assess different objectives at various levels before new measures are developed and tried out. A bank of test items should also be developed in science in the several subjects from which teachers can assemble classroom tests. The pace and depth of change in the program require a continuing activity of this kind.

The following measures which are in agreement with the orientation of the new social studies program need to be developed: A wide variety of techniques for use in Grades K-6 which measure objectives, for example, which range from the possession of knowledge to work study and critical thinking skills; American History, Grade 8; World Geography I and II, Grade 8; Civics, Grade 9; United States History and Government, Grade 9 and Grade 10; and United States History, Grade 11. Classroom techniques to appraise pupil progress in study and thinking skill areas need to be identified and developed for the K-12 sequence as well as a bank of items in social studies in the several subjects from which teachers can assemble classroom tests.

Tests are basic tools which teachers commonly look to in appraising pupils and their own efforts. When development lags, teachers are obliged to rely largely on their own time and skill resources. Teachers can use out-of-date tests which also compromise the intent of the program. Good tests do not make a school program alone, but then, neither does any other single aspect of the program. The purpose here is to show the lack of progress in this activity and the size of the need and to underline the significance this has for improving instruction.

ADMINISTRATION

There were 274,683 tests administered this year in the county-wide program. Table 1 in the Appendix indicates the tests given, the concepts measured, and the various ways the results can be used. It is apparent from a schedule of this kind that the testing program touches the responsibilities of all professional personnel.

Several aspects of test administration practices need continued attention by the local school. A testing program should have balance on a student level in terms of emphasis on certain kinds of abilities, skills, and content measured. The continuity in student test records must be evaluated to assure that the data needed by teachers in appraising progress is adequate from grade to grade. Consideration should be given to what pupils and parents are told prior to the time tests are given. Pupils should be aware of the purpose of the tests before they are given. The grounds on which students are excluded from testing should be reviewed continuously. Assistance should be given experienced as well as inexperienced teachers in giving tests.

Many secondary schools administer tests in large group situations in cafeterias under the assumption that the guarantee of proper timing of all tests compensates for the artificial nature of the testing experience. This procedure is questionable in terms of having students and teachers consider the results as having personal significance. The school counselor currently is depended upon for carrying out a large portion of the work associated with test administration.

This may be due in part to the assumption that the counselor is the most important user of data in the secondary school. It may be advisable to look at this point again to determine whether teachers might administer a larger number of the tests and be guided to make greater uses of the data for the improvement of instruction. The use of test results solely for the grouping and placement of children is a very limited application.

At the elementary and secondary levels there is need to consider the kind of orientation given pupils before, during, and after the testing experience. Pupils should not be overly anxious going into the testing experience, and they should have a clear concept of the significance of the tests for them personally before they are administered. Occasional comments from parents indicate that a wide variety of things are sometimes told pupils of the tests and their meaning.

There is a real need to find out what practices are typical in schools regarding test administration so that meaningful recommendations can be formulated for conducting the general program. At this point only sketchy and isolated commentaries can be made about this important issue. In most situations tests are given with a great deal of skill and awareness of good procedures. The size of an effort of this kind warrants study of the practices and policies regarding this aspect of the program.

Scoring and Processing

During the past year, systems of test scoring, interpretation, reporting, and analysis were developed and conducted in cooperation with the Division of Data Processing of the Department of Finance. This is an extensive activity maintained by the data processing and testing offices. Efficient operation in this activity requires much advanced planning, attention to detail, and continuous evaluation of the system itself by each member of the cooperating offices.

Although the basic testing program remained the same, necessary changes in the data processing program were initiated. The new mental maturity tests used in the testing program this year required changes in the way the scores were computed. In addition, the 1963 norm data were placed in the processing program. While these changes appear to be relatively minor and simple to carry out, they require considerable time on the part of a systems analyst and the testing office staff to verify the large data tables involved.

STUDENT EVALUATION

Teachers should become skillful in the use of test information as a supplement to their own assessment of pupils through the use of marks. The school mark at the present time represents achievement in the subject involved as well as the various work study skills and habits of the pupil. Test scores on the other hand have a relatively common definition and they are not influenced by pupil preferences. An important role for test data is to act as a supplement to teachers' marks and as a means of verification of professional judgment. One source of pupil assessment should not be in conflict or in competition with the other. In the past it appeared to be necessary that the test score correlate with the teachers' marks in order to have validity. The content of specific tests has validity for

specific applications. All users should be more conscious of the nature of the test and the nature of the use before making judgments about validity. Tests should assess appropriate instructional goals and should be welcomed as an independent source of assessment which the teacher uses as one source of background information for the teacher-pupil conference and the teacher-parent conference.

Standardized test data can be compiled on the students in a school in a particular grade in terms of a distribution of national stanine scores. Several different achievement tests can be weighted together in a single national stanine score to increase the reliability of the estimate of the general performance level of the students in this achievement area. Stanine scores can then be broken into an A-B-C-D-E pattern. The general marking distribution in the school in this subject can be compared with the distribution of stanine scores. This procedure, when presented in the right way, can be a positive method for the faculty as a whole to reflect on the general marking practices in the school to see if they are generally rational. The purpose is self-edification by the teachers on an individual and faculty basis and not an arbitrary standard because the teacher's mark by definition does include the work study habits as well as performance in the subject itself.

It is particularly difficult for teachers in Montgomery County to maintain equitable marking patterns in schools where typically 75 percent of the students have ability above average. After several months in the classroom, it is natural to begin to assume that the student body is average rather than above average. It is important that teachers gear instruction to abilities of the students involved as well as examining periodically their own grading pattern. The technique of referring to test data has been used in a positive way in a number of secondary schools.

CURRICULUM EVALUATION

The curriculum document in the areas of World Geography Southern Lands Grade 7, World Geography Northern Lands Grade 8, Work Oriented Curriculum, Safety K-6, and English Language Arts - Literature Program K-12 are examples of recent attempts to indicate the techniques for evaluation and the skills which teachers should assess in pupils as they follow the curriculum. The exercises depicted illustrate that the techniques of evaluation can be as varied as the techniques of teaching the subject. This part of the curriculum document should be looked to as a source of techniques for evaluating at the school level the soundness of the behavioral and substantive objectives, procedures and activities, and material resources in accomplishing the stated goals. Teachers and principals in schools where new curricula are first tried out have a responsibility for evaluating it with regard to problems which arise relating to the special needs for certain instructional materials, in-service education activities, and other considerations necessary in making for an effective program. Recommendations relating to changes in the curriculum document itself should be expected from the participating schools.

Curriculum evaluation at the county level is also necessary. In the area of social studies, for example, basic changes have been made in the sequence in which the subjects are taught, the grades in which they are taught, and the relative emphasis on various disciplines. The sequence of the new program was initiated in 1964-65

in seven junior high schools in the teaching of World Geography Southern Lands in Grade 7. These are pilot schools in the sense they are trying out the new social studies curriculum in its full intent. A program of appraisal has been developed which extends through the next five school years. In brief, it calls for the testing and evaluation of pupils one year in advance of the new curriculum. These students will represent a control group and be compared in each case with the following group of students who have had the new program. These students will represent an experimental group. Tests which reflect the new concepts of the program will be used as criteria. Analyses of covariance will be conducted and reports will be made annually of the findings.

In order to accomplish this, it will be necessary to develop the tests and evaluation procedures which reflect the intent of the new program at least one year in advance of its implementation at a particular grade level. If measures currently on the market reflect sufficiently the intent of the new program, they could be used. Tests which are available, however, at least compromise the curriculum. The preparation of measures of this kind during the next five years will require the continuing work of an individual who is well grounded in social studies as well as the various skills of testing and evaluation.

The purpose of an activity of this kind is to make it possible to obtain objective evidence of pupils' continued satisfactory performance with the introduction of new concepts into curriculum. If this is not done, remedial testing and teaching may be required to the point where the desirable aspects of the new program are compromised and made partially ineffective.

Some aspects of the mathematics program illustrate the point and test data substantiate the claim. After the scores in arithmetic fundamental skills continued to decline several years, a series of diagnostic tests for teaching purposes were developed and used. This represented a considerable amount of work by teachers and supervisors in the preparation and use of these special tests. The scores started to improve last year and continued to increase this year. While the scores in fundamental operations improved, scores on the test which measured the initial intent of the program decreased during the same school years. Table 4 indicates this opposite the Test of Mathematics 7 and Arithmetic Fundamentals in Grade 8. Tests should not be developed on a single kind of skill. Instead, tests given county wide should reflect the larger intent of the program from the beginning. Procedures should be developed by which there is active reporting on curriculum evaluation at the school level by the participating teachers and principals in pilot schools. Means for curriculum evaluation should also be realized at the county level during the initial stages of curriculum change.

REPORTING

Records of progress which are kept on an individual student basis need to be continually appraised so that the use of tests and other techniques result in accurate and valid evaluations. A new permanent test record card is now available for use in all pupil folders from Grades K-12. This record card makes it possible to report any combination of tests and any kind of score. The scores of a given kind are listed vertically under the same column on the card so that the teacher will be comparing like kinds of scores.

Another card system was developed for use in the present year which will make it possible to report the scores simultaneously to several different people in the school. Three 3 x 5 cards which contain the same data which appears on the permanent test record card will be given each school. One card will be available for the principal, one for the present teacher of the pupil, and another for the teacher the pupil had previously. The card system will make it possible to get a record of scores to each subject teacher in the secondary schools as well. For example, one card will be given the mathematics teacher in Grade 9 and another card of the same data to the student's mathematics teacher in Grade 10. The use of the card concept in the place of class record sheets will make it possible to get up-to-date data to teachers who are directly involved with the pupil without setting up an elaborate subject section numbering system.

USE AND INTERPRETATION

The use of tests in public education is no longer a secret affair where the tests are given by the direction of the State Department of Education and kept in files under lock and key. A new program has been initiated which asks the teacher and principal to take a more personal responsibility in selecting and giving tests which are related to the teaching of each pupil. Moreover, test information is made available in many ways for interpretation by students, teachers, principals, central office staff, members of the Board of Education, and the parents of secondary students. Many elementary schools have a PTA meeting at which test results are discussed. Generally, parents are given the test results of their child in an individual conference situation. Test information is an important factor for decision making in education by virtually everyone in the community.

Improvements in the interpretation and use of test information in the past have been attempted by the two professional people assigned to this office. A presentation on the subject to each of the approximately 150 school faculties and 150 PTA's is the vehicle for achieving this objective. In most years it is not possible to get to more than about one-third of these groups. There are several things wrong with this procedure. It assumes that a one-hour presentation makes an important difference in the general understanding of an audience on such a complex topic. In addition, the faculty meetings are typically held after school when the teaching staff is not particularly interested in a topic of this kind. The PTA presentation is made so that parents have the opportunity to ask questions about an aspect of the program which concerns them. This typically is a positive kind of situation which tends to increase the confidence of the parents in the conduct of the program.

In the face of this situation, this office has historically operated under the assumption that the school principal must assume complete responsibility for the ways test results are used by teachers in making decisions about pupils. Principals then should make themselves readily available to teachers when test data are used and encourage the use of these data as an important source of information for decision making. It is also important that in-service activities are readily available to the principal and teaching staff.

During the past summer, a small group of principals participated in a workshop which made important contributions toward the development of a series of filmstrips

which may be used by school faculties. An outline of the content of these filmstrips was developed in the areas of pupil orientation, interpretation of scores, implications of data for the local school program, the use of data in a case study, and the use of test data in studying marking patterns. This effort has only begun. It will require at least the present year to develop a series of filmstrips which can be used in the coming school year.

THE MARYLAND CERTIFICATE OF HIGH SCHOOL EQUIVALENCE

Under the supervision of this office, tests are administered on two Saturdays of each month to applicants for the Maryland high school equivalence certificate. This department provides the necessary administrative services for the program. However, the Maryland State Department of Education pays the proctors and the cost of the testing materials. In 1963-64, 198 candidates were tested, 132 (67 percent) of whom qualified for certificates. In 1964-65, 268 candidates were tested, 153 (57 percent) of whom qualified for certificates.

TESTING PROGRAM FOR ISSUING CREDIT FOR THE EVENING HIGH SCHOOL STUDENT

The State Department of Education grants the superintendent authority to issue credit under his own definition of performance for a maximum of six credit hours per student. In the past the State Department of Education administered tests for this purpose and used various cut-off scores for the assignment of grades A through E. Those who received E or a percentile score below 15 received no credit. In the months of March, April, and May, 21 different tests were given by this office to 15 different students. The students received percentile scores below 15 on three of these 21 tests. This kind of latitude provided by the State Department of Education should allow us to develop a flexible program in the evening high school that would be meaningful to the needs of a wide variety of adults in our community.

DISCUSSION AND ANALYSIS OF FINDINGS

The section on findings presents and evaluates the information obtained from the county-wide testing program for 1964-65 as outlined in Table 1 in the Appendix.

CHRONOLOGICAL AGE AND MENTAL MATURITY

Data on Table 2 concerns the typical chronological age, scholastic aptitude, and achievement of groups of students in the Montgomery County Public Schools in the grades and subjects tested. It shows the trends with respect to these characteristics over the last seven years and makes comparisons of Montgomery County students with similar students in the national norm groups.

Two basic factors which affect school achievement are chronological age and scholastic aptitude. The California Short-Form Test of Mental Maturity was used to measure scholastic aptitude in Grades 3, 5, 6, 8, and 10. The results for each of the past seven years are summarized in Table 2.

It can be noted that with regard to chronological age the median grade equivalence of pupils in all the grades are one or more months below that of the norm group.

Scores at the first and third quartile indicate generally that pupils locally are decidedly younger than those in the national norm group. The local third quartile is not much higher than the national median. This indicates that there is a greater percentage of pupils retained or not promoted in the national sample than in Montgomery County. This has some bearing on results relating to matched group norms. It means that we are comparing children often of like ability but of chronological ages typically younger than the national sample. Montgomery County pupils are handicapped in the comparison by the influence that age and maturation have on school achievement apart from intelligence as such. This finding has a bearing on teaching practices since a typical child might have the scholastic aptitude for advanced work in a grade but may not always have the maturity which each contributes to learning.

The data on scholastic aptitude indicate that local median intelligence quotients are from 7 to 14 points above the national norms. The 1963 California Tests of Mental Maturity were introduced first in Grades 6 and 8 particularly to realize measures that yield scores which are more comparable at these grade levels. During the past few years, the Grade 6 scores were higher than Grade 8 scores on intelligence. The new tests provided median IQ scores which are the same in the two grades instead of their being five points apart as in 1962-63. The IQ scores of Grade 6 and Grade 8 pupils have more comparability now.

With the use of the new mental maturity tests in Grade 3, there was an important drop in the intelligence quotients from previous years. This may have been due to the pupils involved, but it may be due in part to the use of a new series of tests. Two changes were made in the testing program for the present year which should help this situation. The tests will be given at the end of the third grade instead of at the beginning. A practice test will also be given using the new Digitek answer sheets at the beginning of the third grade in order to allow teachers and pupils to become familiar with the use of the new answer sheets and properly orient them to a general testing situation.

Scores of Grade 10 students have been lower than Grade 8 students for the past seven years.

In the data discussed later in this report dealing with the reading and arithmetic skills of high school students, there is evidence of low ability pupils in Grade 10 and Grade 12 leaving the schools for one reason or another. This could be evidence of the same type of trend from Grade 8 to Grade 10.

TABLE 2

Chronological Age Expressed in Grade Placements and
Scholastic Aptitude Expressed as an Intelligence Quotient
on the California Short-Form Test of Mental Maturity
in Grades 3, 5, 6, 8, and 10 for School Years 1958-59 through 1964-65

Grade and Year	Chronological Ages (Grade Equivalence)			Scholastic Aptitude (Total Mental Factors IQ)		
	Q1	Mdn	Q3	Q1	Mdn	Q3
Grade 3						
1958-59	2.8	3.1	3.4	97	109	119
1959-60	2.8	3.1	3.4	99	110	120
1960-61	2.8	3.1	3.4	99	110	120
1961-62	2.8	3.1	3.4	99	110	120
1962-63	2.8	3.1	3.4	99	109	119
1963-64	2.8	3.1	3.3	101	112	123
*1964-65	2.7	3.0	3.2	99	107	114
Norm	—	3.1	—	89	100	111
Grade 5						
1959-60	4.8	5.1	5.4	99	111	122
1960-61	4.8	5.1	5.4	100	112	123
1961-62	4.8	5.2	5.4	100	112	123
1962-63	4.8	5.1	5.4	102	113	124
1963-64	4.8	5.1	5.4	103	114	125
*1964-65	4.6	4.9	5.2	101	112	122
Norm	—	5.1	—	89	100	111
Grade 6						
1958-59	5.8	6.0	6.3	99	110	121
1959-60	5.7	5.9	6.3	101	113	124
1960-61	5.7	5.9	6.3	103	115	127
1961-62	5.7	5.9	6.3	104	116	128
1962-63	5.7	5.9	6.3	104	116	128
*1963-64	5.5	5.8	6.1	102	114	123
*1964-65	5.6	5.8	6.2	101	114	122
Norm	—	6.1	—	89	100	111
Grade 8						
1958-59	7.7	8.0	8.4	96	108	118
1959-60	7.7	7.9	8.2	99	112	123
1960-61	7.7	8.1	8.3	98	111	123
1961-62	7.7	8.1	8.3	98	110	120
1962-63	7.7	8.1	8.3	100	111	121
*1963-64	7.6	7.8	8.1	100	113	123
*1964-65	7.6	7.9	8.1	101	114	122
Norm	—	8.1	—	89	100	111
Grade 10						
1958-59	9.7	10.1	10.4	96	104	114
1959-60	9.7	10.1	10.4	96	105	115
1960-61	9.7	10.1	10.5	99	107	115
1961-62	9.7	10.0	10.3	99	108	118
1962-63	9.8	10.2	10.4	99	108	118
1963-64	9.7	10.0	10.3	97	107	116
*1964-65	9.7	10.0	10.4	99	111	122
Norm	—	10.1	—	89	100	111

*Based on 1963 norm data

INTELLIGENCE SCORES OF TYPICAL CLASSROOMS OF THIRTY STUDENTS

The distribution of intelligence quotients in Grades 3, 5, 6, 8, 10, and 12 was statistically divided into proportions which would represent the number of students out of 30 which typically existed in classrooms in the Montgomery County Public Schools this year. This distribution is compared with the number of students out of 30 which would be typical to those in the Nation.

Table 3 shows the large portion of students in higher levels of ability in the several grades. As discussed earlier, there is a marked difference in the Grade 3 scores, and there are far fewer pupils in the upper ranges of intelligence. It is interesting to note that the distribution of 30 students in the Grade 12 sample is materially different from the actual distribution of scores in the lower grades. It shows that the position of students in the 115-129 bracket decreased while the 85-99 bracket increased. There is also a decrease in Grade 12 of one pupil in the 70-84 IQ bracket. It will be possible to substantiate these data when ability tests are given to Grade 12 students in the new testing program. The data would infer that the students of above average ability possibly are leaving the county while a number of students of lower ability are entering in the high school grades. Another factor which could account in part for this is that lower ability students are more likely to remain in the local schools than above average ability students.

Data in Table 3 generally show the need to provide a curriculum appropriate for the scholastically able as well as for the smaller number of students in the lower IQ levels. The implication the data hold for local curriculum pertains to the basic nature of the IQ score itself. The IQ score is a ratio of the mental age (level of mental development) to the chronological age. The score indicates the rate or pace of mental development. These data essentially indicate that a large portion of the student body is expected to achieve more and at a faster pace than pupils in a school community typical of the Nation as a whole. Curriculum materials and teaching procedures designed for grade level use are likely inappropriate for many pupils in this same grade in Montgomery County.

TABLE 3

Comparison of Typical Classes of Thirty Students in Montgomery County
to a Typical Class of Thirty Students in the Nation Based on a
Statistical Computation of the Distribution of Intelligence Quotients
Obtained from the California Test of Mental Maturity

Intelligence Quotient Categories	Nation- wide %-ile	Number of Students										Nation- wide %-ile
		Nation-wide Class Distribution	County-Wide						Grade* 12			
			Grade 3	Grade 5	Grade 6	Grade 8	Grade 10	Grade 12				
130 and above	98-100	1		2	3	3				3		98-100
115- 129	84-97	4	7	11	11	11				8		84-97
100- 114	51-83	10	15	10	9					12		51-83
85- 99	18-50	10	7	5	5					6		18-50
70- 84	4-17	4	1	2	2					1		4-17
69 and below	1-3	1										1-3

* All computations except this one based on actual distribution of scores. This is based on a ten percent random projection.

ACHIEVEMENT IN TERMS OF RAW SCORE

The number of correct answers that students receive on tests over a period of time is the most direct indication of the trend of local achievement. The 1963 norms on the California tests were introduced for the first time two years ago. In some instances these norms are materially different from the 1957 norms. There are aspects of the new norms which may make it difficult to decipher the important trends of local achievement. There are locally developed tests and tests from different companies reported in Table 4. This table is presented first to provide through raw scores a concise picture of local performance irrespective of comparisons involving norms of any kind.

Table 4 presents the median number of correct answers that pupils in Montgomery County received on the listed tests in the several grades for the past eight school years. These scores have a stability which is due in part to the more than 7,000 students whose scores are depicted by these median points. It is naturally due in part also to the support and quality of the local program. When there is a change in scores, it represents a significant change in the performance of the student as a whole. A consistent lowering of scores can represent a trend of performance that requires a great deal of support in the way of instructional materials and personnel to stop and reverse.

The point has already been made regarding the increase in arithmetic fundamental scores in Grade 8 during the past three years which is accompanied by a decrease in scores on the Test of Mathematics 7. Emphasis placed on fundamental operations must be detracting in some way from achievement of the original skills which were a part of the new mathematics program. This continued trend underlies the importance of noting these subtle learning characteristics of students evidenced in the beginning phases of curriculum change. This point should be considered with regard to the changes in curriculum being implemented in the areas of science and social studies.

Raw score medians in Grade 3 show that there has been no change in scores except the decrease in arithmetic reasoning and fundamentals. In Grade 5, however, there have been four decreases in raw score last school year. There were decreases in arithmetic reasoning and fundamentals. There were also decreases in vocabulary and mechanics of English. In Grade 6 improvement in scores is evidenced in vocabulary, science, and social studies skills. Scores on the Test of Mathematical Understandings increased from 96 to 106 in the three-year period. Part of this increase, of course, relates to the month it was given. It is interesting to note the modest improvements in a test of this kind which reflects the new mathematics while at the same time decreases are occurring in Grade 7. In the present year elementary mathematics tests are being planned which have fundamental operations, problem solving, and basic understandings in them. The same rationale should have existed initially in the junior high school program both from the standpoint of teaching materials and the tests used to evaluate the program. In Grade 8 there have been no unusual changes except the increase in arithmetic fundamental scores indicated earlier. The Test of Mathematical Understandings in Grades 4 and 5 show that there has been some improvement in these skills although the tests have been given in different school months.

Scores on the World Geography Test for the past year do include pupils in the seven pilot schools who received the new geography program in Grade 7. Scores of pupils in the pilot schools showed that their performance was merely one raw

score point lower than the county. Pupils in the pilot schools studied only the southern lands while pupils in the rest of the county studied the total world during Grade 7. A projected evaluation program has been developed which should provide information of greater significance in the future on the progress of pupils in the new social studies program. A recurring feature of these data is the relative lack of change in scores on tests of this kind with changes in the program. Specifically, students in the pilot schools studied southern lands exclusively yet they scored only one point less on the test than did the rest of the pupils in the county who studied the geography of the world.

The percentile scores for Cooperative Arithmetic and the Structure of the Number System of the new tests in Grade 8 are 68 and 31, respectively. This indicates that our scores in fundamental operations are more in line with ability scores in Montgomery County while the scores in the other test verifies the point that our students are not progressing as well as they should with the new concepts of mathematics.

Earlier in this report it was advocated that a bank of test items be developed from which teachers throughout the county could prepare their own tests. This would be one way in which diagnostic tests which evaluate a variety of skills including fundamental operations could be actively used by all mathematics teachers. This should contribute to making a more balanced mathematics testing program.

TABLE 4

Median Number of Correct Answers on the California
and Local Achievement Tests in Grades 3, 4, 5, 6, 7, and 8
for the Past Eight School Years

Name of Test	Grade 3								Grade 5							
	For School Year								For School Year							
	57	58	59	60	61	62	63	64	57	58	59	60	61	62	63	64
Vocabulary	33	34	35	36	36	36	37	37			36	37	37	38	37	36
Reading Comprehension	32	34	35	36	35	36	37	37			46	48	48	48	49	49
Arithmetic Reasoning	20	21	22	22	22	23	24	23			28	29	29	29	30	29
Arithmetic Fundamentals	87	90	96	97	99	99	104	100			31	31	31	31	32	31
Mechanics of English	34	36	37	39	39	39	40	40			71	73	73	73	73	71
Spelling	10	11	11	12	12	12	13	13			20	20	20	21	21	21
Test of Mathematical Understandings (April)														94		
(February)															89	
(May)																99

Grade 4

Test of Mathematical Understandings (April)						107										
(February)							103									
(May)								114								

Name of Test	Grade 6								Grade 8							
	For School Year								For School Year							
	57	58	59	60	61	62	63	64	57	58	59	60	61	62	63	64
Vocabulary	42	42	44	44	44	44	43	44	44	45	46	46	46	47	46	46
Reading Comprehension	54	55	58	60	60	60	60	60	57	58	59	60	59	60	60	60
Arithmetic Reasoning	32	33	36	35	35	35	35	35	35	36	38	37	36	36	36	36
Arithmetic Fundamentals	41	42	55	55	56	55	54	54	60	60	61	59	56	53	54	58
Mechanics of English	83	83	88	89	90	90	90	89	77	79	81	80	81	82	80	81
Spelling	22	23	24	24	24	24	24	24	20	20	21	21	21	21	22	22
Science				45	45	45	44	45								
Social Studies				56	56	56	54	55								
Test of Mathematical Understandings (April)						96										
(February)							97									
(May)								106								
Test of Mathematics 8 Arithmetic														16	16	
Structure of the Number System																32
																16

Grade 7

Test of Mathematics 7						24	21	20								
Test of World Geography Understandings						78		78								

ACHIEVEMENT IN TERMS OF 1963 NATIONAL GRADE NORMS

Table 5 presents the median grade placement scores on the California Achievement Test in Grades 3, 5, 6, and 8 for the past two school years. Pupil achievement is compared with that of pupils in the national sample who were in the same grade and month of school. The general point to be made here is that large changes have not occurred in actual local performance. Another obvious point is that students in Grades 5, 6, and 8 are found more above norm than those in Grade 3. This is due in part to a natural aspect of mental development and in part to the nature of the statistics involved. Students are less like each other in the upper grades in contrast to the lower grades. As a large group of above average students proceed through school, they appear to be farther from "average" with increasing age because of their rapid rate of growth.

It was pointed out earlier in the section on raw score that there were a number of decreases in Grade 5 while the achievement in the other grades remained relatively constant. Since grade equivalent scores are related directly to raw score, the same observation can then be made from this table. Notice the decrease in arithmetic fundamental scores in Grades 3 and 5 and the marked increase in Grade 8. Prior to this year, decreases in arithmetic fundamental scores were also evidenced in Grade 6.

TABLE 5

Median Grade Equivalent Achievement Scores
Compared with National Norms on the California Achievement Tests
in Grades 3, 5, 6, and 8 for School Years 1963-64 and 1964-65

Grade Level	Reading Vocabulary 63-64 64-65	Reading Comprehension 63-64 64-65	Arithmetic Reasoning 63-64 64-65	Arithmetic Fundamentals 63-64 64-65	Mechanics of English 63-64 64-65	Spelling 63-64 64-65	Average Difference 63-64 64-65
Grade 3							
Montgomery County	3.7 3.7	3.7 3.7	3.8 3.8	3.5 3.4	3.8 3.8	3.7 3.7	
National Norm	3.1 3.1	3.1 3.1	3.1 3.1	3.1 3.1	3.1 3.1	3.1 3.1	
Difference	.6 .6	.6 .6	.7 .7	.4 .3	.7 .7	.6 .6	.6 .6
Grade 5							
Montgomery County	5.8 5.7	6.1 6.1	6.2 6.0	5.7 5.6	5.9 5.8	6.5 6.5	
National Norm	5.1 5.1	5.1 5.1	5.1 5.1	5.1 5.1	5.1 5.1	5.1 5.1	
Difference	.7 .6	1.0 1.0	1.1 .9	.6 .5	.8 .7	1.4 1.4	.9 .9
Grade 6							
Montgomery County	6.9 7.1	7.3 7.3	6.9 6.9	7.5 7.5	7.3 7.2	7.7 7.7	
National Norm	6.5 6.5	6.5 6.5	6.5 6.5	6.5 6.5	6.5 6.5	6.5 6.5	
Difference	.4 .6	.8 .8	.4 .4	1.0 1.0	.8 .7	1.2 1.2	.8 .8
Grade 8							
Montgomery County	9.6 9.6	9.8 9.8	9.1 9.1	8.4 8.9	9.5 9.7	9.4 9.4	
National Norm	8.1 8.1	8.1 8.1	8.1 8.1	8.1 8.1	8.1 8.1	8.1 8.1	
Difference	1.5 1.5	1.7 1.7	1.0 1.0	.3 .8	1.4 1.6	1.3 1.3	1.2 1.2

ACHIEVEMENT IN TERMS OF MATCHED GROUP NORMS¹

Table 6 compares the median achievement scores in the several grades with matched group norms. The different norms are used because of the phasing in pattern of the new mental maturity tests. Grade 3 information is blank because there were several aspects of the matched group data prepared by the test publisher which were obviously erroneous. Therefore, these matched group data were not sent to the schools for comparison. National norm expressed as a grade equivalent was used instead. The data for the other grades tested appear to be consistent and in line with previous information from the test publisher. In the next annual report it will be possible to compare local performance against another national sample provided by the Houghton Mifflin Company with the Iowa Tests of Basic Skills and the Tests of Academic Progress. This is a much larger company using tests which are employed by a much larger number of school systems throughout the Nation. The sampling procedures were conducted by outstanding men in the field of tests and measurements.

The figures on the left for Grade 5 students are in terms of the 1957 norms while those on the right are in terms of the 1963 norms. In each case, except spelling and arithmetic fundamentals, Montgomery County pupils did not score as well in relation to matched group norms this report year as in the previous report year. At the same time this was the grade in which there were a number of decreases in raw score performance. In Grade 6, 1963 norms were used in both years. In this case pupils scored slightly better in relation to matched group norms although they are still below expectancy in several subjects. It will be possible to verify the validity of this comparison with the new tests in the next report. Pupils in Grade 8 scored further above norm than they had previously. There is particular improvement in arithmetic fundamentals. The issues around this change have already been discussed.

In 1964-65 there are 18 basic comparisons of local achievement with that of pupils with similar abilities. Thirteen of the 18 comparisons (72 percent) showed that Montgomery County pupils achieved equal to or better than that of comparable pupils.

¹The matched group scores are furnished by the test publisher and represent the achievement of students in the 1963 national sample who were at the same chronological age, mental age, and grade as the students in Montgomery County. The influence that younger aged pupils have on this type of comparison was discussed earlier in the report opposite Table 2.

TABLE 6

Median Grade Equivalent Achievement Scores
Compared with Matched Group Norms on the California Achievement Tests
in Grades 3, 5, 6, and 8 for School Years 1963-64 and 1964-65

Grade Level	Reading Vocabulary 63-64 64-65	Reading Comprehension 63-64 64-65	Arithmetic Reasoning 63-64 64-65	Arithmetic Fundamentals 63-64 64-65	Mechanics of English 63-64 64-65	Spelling 63-64 64-65	Average Difference 63-64 64-65
Grade 3 Montgomery County Matched Group Norms Difference	4.4 3.6* .8	4.3 3.7* .6	4.3 3.6* .7	3.7 3.7* .0	4.2 3.7* .5	4.4 3.8* .6	.5
Grade 5 Montgomery County Matched Group Norms Difference	6.7 6.1* .6	6.6 6.2* .4	6.5 5.8* .7	5.7 5.9* -.2	6.6 6.2* .4	7.1 6.2* .9	.5
Grade 6 Montgomery County Matched Group Norms Difference	6.9 7.4 -.5	7.3 7.5 -.2	6.9 7.2 -.3	7.5 7.1 .4	7.3 7.4 -.1	7.7 7.1 .6	.0
Grade 8 Montgomery County Matched Group Norms Difference	9.6 8.9 .7	9.8 9.1 .7	9.1 8.7 .4	8.4 8.5 -.1	9.5 8.9 .6	9.4 8.8 .6	.5
							.6

* This denotes the use of 1957 matched group norms. In all other situations, 1963 matched group norms are used.

The differences, when positive, indicate the number of months by which Montgomery County achievement exceeds that of the matched group and, when negative, the number of months by which it is less. Differences of 0.1 or more are statistically significant at the .05 level. For a description of the significance test used, see M. W. Tate and R. C. Clelland, Non-parametric and Shortcut Statistics, Danville, Illinois: Interstate Printers and Publishers, 1957, pp. 87-88.

ACHIEVEMENT IN TERMS OF MATCHED GROUP NORMS INDIVIDUAL STUDENT ANALYSIS

Tables 2 through 10 in the Appendix report achievement in relation to six levels of scholastic aptitude on an individual student basis. Information is presented for students in Grades 5, 6, and 8 for the past two school years.

Reading

Grade 5

Table 2 in the Appendix indicates that 91 and 93 percent of the pupils achieved at or above expectancy in reading vocabulary and comprehension, respectively, in 1964-65. In the previous year, 93 and 85 percent achieved at or above expectancy. The results show also that a smaller percent of pupils achieved below expectancy in reading comprehension in the report year than in the previous year.

Grade 6

The same norms were used in both years and the results show that there has been little change in the relative achievement of students in relation to their own abilities. The results also show that there is a larger percent of students achieving below expectancy in Grade 6 than in Grade 5 for the past two years.

Grade 8

The results show a basic change from Grade 6 in that there are larger percents of students achieving above expectancy than below expectancy for the past two years.

Arithmetic

Grade 5

There is little change in arithmetic reasoning for the two years. There was a large change in arithmetic fundamentals in that there were fewer pupils achieving below expectancy and more achieving above expectancy. This occurs at the same time Grade 5 pupils received a lower raw score in both arithmetic reasoning and arithmetic fundamentals. The background for these results is the lowering of expectancy in the norm tables for pupils at all levels of ability in arithmetic fundamentals. In short, pupils in the new national sample received a fewer number of right answers on this test than with the old norms. This indicates that pupils in the national sample achieved similarly to Montgomery County pupils in past years.

Although this depicts a national trend, it should not cloud local decision making. As indicated previously, diagnostic tests are being prepared in fundamental operations for use in elementary grades and the county-wide locally made test is being revised to include a separate section on fundamentals, problem solving, and understanding.

Grade 6

Table 6 in the Appendix indicates that there has been little change during the past two years and that pupils are achieving well in relation to expectancy. When the old norms were used with Grade 6 pupils in 1962-63, they achieved satisfactorily in relation to their own abilities in arithmetic fundamentals.

Grade 8

Table 7 in the Appendix indicates that pupils are achieving well in relation to expectancy. In 1962-63 when the old norms were used, students in Grade 8 achieved much below expectancy in arithmetic fundamentals. Because of efforts to improve skills in this area during the past several years, however, performance in this skill has also improved in raw score as noted in Table 4.

Language

Grade 5

Table 8 indicates that there has been little change during the past two years in both mechanics of English and spelling.

Grade 6

The percent of pupils achieving below expectancy in mechanics of English is greater than the percent achieving above expectancy during the past two years. The raw score in mechanics of English in Grades 5 and 6 has decreased as noted in Table 4. There has been no change in spelling scores in Grade 6 during the past two years.

Grade 8

Students are achieving well in relation to their ability in both mechanics of English and spelling.

PERFORMANCE ON READING AND ARITHMETIC SKILLS
BY GRADE 10 AND 12 STUDENTS

In this report year tests in the areas of reading, arithmetic, language, and spelling skills were administered to a random 10 percent sample of students throughout the county in Grades 10 and 12. The purpose of this testing was to find the relative level of skills of our students at the lower end of the scale of scholastic aptitude so that consideration can be given as to the effectiveness of the general program in meeting the needs of this kind of student. This level of student can become lost in a system of this kind which, by necessity, must give much of its attention to the student who will likely continue his education beyond the high school. These tests were developed by the California Test Bureau especially to represent a minimum core of concepts in each of the four skill areas. These skills are assumed to be basic to satisfactory performance of an individual in adult life. Each of the tests have content approximately at the eighth-grade level. The reading test has material approximately at the newspaper level. The language skills test contains a student composition which includes the most common errors made by high school students in their own compositions. Thirty percent of the items of each test represented material which would purposefully challenge the better student. The data in Table 7 include students in the two grades whose score represented less than 70 percent of the material on each of these four tests. The table is also a projection of the number and percent of students whose scores would be below this level had all the students been tested. The percents in the sample were used to develop a projection of the total.

The columns headed School A show the distribution of scores of students in a school where there were a particularly large number of students whose scores were below the defined level. The columns labeled School B show the distribution of scores of students in a school in which there was a relatively small number of students whose scores were below the defined level.

There is no pat standard against which the implications of these data can be drawn. Instead, it is necessary to bring to these data a rationale about the kinds of attention which might be given a student of this kind. These data are examined for what they indicate about the skill needs of the students tested.

The data for language skills indicate that 24 percent of the random sample in Grade 10 scored below this definition while 13 percent scored below in the Grade 12 random sample. The projection indicates that this represents for the county 1,717 students in Grade 10 and 893 students in Grade 12. Twenty-one percent in Grade 10 scored below in the numerical computation skill area while 13 percent scored below this definition in Grade 12. Students scored lower on language and numerical skills than they did on reading and spelling skills.

The data also indicate that the students with scholastic aptitude above 115 IQ in Grade 12 performed well on these tests. A sizeable number of students at this level of ability in Grade 10 obtained less than this defined score. The question remains, however, as to whether these are the kinds of students who typically leave school or whether students above this level become more proficient on the skills. Both factors could be operating.

One of the more significant aspects of the findings is the disappearance of the students in Grade 12 with scholastic aptitude below a 69 IQ. The percentage of

students in the 70-84 bracket also has dropped materially from Grade 10 to Grade 12. This represents a change from 6 down to 2 percent of the total student population. This indicates in reality that the program is not meeting the needs of students at this level of ability. The program either rejects the student or the student rejects the program at this time interval.

There is a consistent similarity between the percentage of students who do not pass these tests in Grade 10 and Grade 12 in the 70-84 IQ level. This indicates that students at this ability level have not likely profited from the high school program in terms of proficiency on these skills. This bracket of students represents then a hard core of need which is likely persistent through the Grade 10 to 12 sequence.

There is some improvement in the percentage of students in the 85-99 level of scholastic aptitude from Grade 10 to Grade 12. The number of students involved, though, in Grade 12 at this level does not indicate that the need for instruction has materially lessened. For example, there are 594 students projected in Grade 10 who obtained less than 70 percent of the material on the language skills test. In Grade 12 there are 544. While the percentage is less, the number of students involved indicates that greater emphasis should likely have been placed on these skills before the Grade 12 school year.

The data for School A and School B shows the large difference that exists between a school in which the students have higher levels of scholastic aptitude and a school in which the students have lower levels of scholastic aptitude. The implications of these data for a local program then would vary a great deal from one school to another. Proposals then which would deal with the matter on a county-wide basis would then likely miss the mark in terms of helping this kind of student. Instead, proposals might be generated by different schools to find what might be done to consistently help meet the skill needs of these pupils on a long term basis as a part of the regular program.

TABLE 7

Distribution of Scores of Students Whose Proficiency on the Several Skills
Was Below the Defined Level by Six Categories of Scholastic Aptitude

(Projection Based on the Performance of a Ten Percent Random Sample)

GRADE 10

Categories of Scholastic Aptitude (IQ)	Projected County Total	Reading			Language			Numerical			Spelling		
		Sch. A	Sch. B	County Total	Sch. A	Sch. B	County Total	Sch. A	Sch. B	County Total	Sch. A	Sch. B	County Total
		No.	No.	%	No.	No.	%	No.	No.	%	No.	No.	%
130 & above	778					23	3	10	8	1		23	3
115 - 129	2476		25	1	10	198	8	10	149	6	20	124	5
100 - 114	2264	20	8	7	70	35	21	90	18	21	30	9	10
85 - 99	1061	80	37	39	80	18	56	41	28	46	51	9	28
70 - 84	424	40	276	65	40	356	84	40	9	74	40	225	53
69 & below	71	20	71	100	20	71	100	20	71	100	20	50	70
Total	7074	160	45	945	220	53	1717	211	65	1505	161	18	945

GRADE 12

Categories of Scholastic Aptitude (IQ)	Projected County Total	Reading			Language			Numerical			Spelling		
		Sch. A	Sch. B	County Total	Sch. A	Sch. B	County Total	Sch. A	Sch. B	County Total	Sch. A	Sch. B	County Total
		No.	No.	%	No.	No.	%	No.	No.	%	No.	No.	%
130 & above	731							20	52	3		9	7
115 - 129	1727							39	18	9		9	17
100 - 114	2657	21	53	2	39	9	9	39	239	9	21	133	5
85 - 99	1395	29	195	14	39	544	39	48	35	35	39	9	321
70 - 84	133	18	100	75	18	110	83	18	100	75	9	67	50
69 & below													
Total	6643	68	348	5	96	9	893	125	53	879	69	27	545

ACHIEVEMENT IN SECONDARY SCHOOL SUBJECTS

The testing program in the secondary grades through school year 1963-64 was based on a schedule which rotated testing among specific subjects in the broad fields of English, science, mathematics, social studies, and foreign languages. In the 1964-65 school year there was no county-wide testing done of this nature in the secondary grades. This year was devoted to planning a new program which called for the administration of a series of six comprehensive tests at the end of Grades 9 and 12 to evaluate the general effectiveness of the program on a school and county level. Decisions for testing in specific secondary subjects now rests with the local school staff in the new program. This office is to furnish an inventory of up-to-date tests which the schools can use for this purpose as well as accompanying scoring and processing services. The next annual report from this office will be the first year in which information will be available from the new series of tests given on a county-wide basis in Grades 9 and 12. These data will be made a routine part of the annual report.

PERFORMANCE ON COLLEGE ADMISSIONS TESTS

Students in Montgomery County take tests which are developed by several organizations for the purpose of gaining admission to various colleges. Fees for taking these tests are paid by the student, and normally they are administered on Saturdays at regularly scheduled times during the year. The amount of this testing has grown in part because of increasing college enrollments and rising standards for admission. Since the amount of this testing has grown, the significance of its relevance to the in-school testing program has increased. These are voluntary programs so the number and ability of the students who take the tests is uncontrolled. Consideration should be given to this in the evaluation of student performance on these tests. Scores are also not based on comparable students in other secondary schools. Instead, they are typically compared with other students who have applied, who have been admitted, or who have attended particular colleges for a given period of time. Nevertheless, the relative level of performance by those who take these tests is of interest and, of course, has much significance to students and parents on an individual basis.

Table 11 in the Appendix presents the number of Grade 11 and 12 students who took the College Board Scholastic Aptitude Test and each of the College Board Achievement Tests. The number of students who made scores at various levels on the tests is also shown.

The voluntary aspect of the programs and the norms provided by the testing organizations should be considered in the interpretation of the results.

SUMMARY OF FINDINGS

Achievement in Terms of Raw Score

The number of correct answers that students receive on tests over a period of time is the most direct indication of the trend of local achievement. The findings showed that achievement has been maintained and improved upon in 71 percent of the basic comparisons. Improvement was evidenced in reading vocabulary, science, and social studies skills in Grade 6 and in arithmetic fundamentals and mechanics of English in Grade 8. Scores decreased in arithmetic reasoning and arithmetic fundamentals in Grades 3 and 5, reading vocabulary and mechanics of English in Grade 5, mechanics of English in Grade 6, and scores on the Test of Mathematics 7 during the past two years.

The findings which the staff should review in the coming year are the decreases evidenced in the several test scores in Grade 5 and the decreasing scores on the Test of Mathematics 7.

Achievement in Terms of the 1963 National Grade Norms

The level of achievement by Montgomery County students was superior to students in the same grade in the 1963 national sample in all of the six subjects studied. The median scores in Grade 3 averaged six months higher than the typical student in the national sample. Scores in the several subjects measured averaged nine months higher in Grade 5, eight months higher in Grade 6, and twelve months higher in Grade 8. Achievement in the several grades averaged the same amount above norm as in the previous report year.

Achievement in Terms of Matched Group Norms

There are 18 basic comparisons of local achievement with that of pupils with similar abilities for this report year. Thirteen of the 18 comparisons (72 percent) showed that Montgomery County pupils achieved equal to or better than that of comparable pupils.

Before the introduction of the 1963 norms, Montgomery County scores averaged approximately five months above matched group norms in the elementary grades. Now it averages one or two months above in Grades 5 and 6.

Performance on Reading and Arithmetic Skills by Grade 10 and 12 Students

These findings showed that secondary students at lower levels of ability needed particular assistance in the skill areas of language and numerical computation. In Grade 10 from 13 to 24 percent of the sample tested scored below the defined level of performance on the several tests. In Grade 12, 5 to 13 percent of the students tested scored below the defined level of performance on the several tests. The findings also showed that the number of students at the lower levels of scholastic aptitude leave the local schools from Grade 10 to 12. Moreover, the relative number and percent of students scoring below the defined level in Grades 10 and 12 were similar in Grades 10 and 12 at the 85-99 IQ level of scholastic aptitude. The data for two different schools showed that there is a large difference between one school and the other and that proposals for improvement might be better developed differently for each school.

Achievement in Secondary School Subjects

Testing in secondary school subjects in the past has been spotty in terms of assessing the general effectiveness of the secondary school program. The next annual report from this office will contain information based on a series of six comprehensive tests administered on a county-wide basis in Grades 9 and 12. These data will be made a routine part of the annual report. Each school will be responsible for selecting and giving tests in specific subjects to evaluate the effectiveness of its own program.

Performance on College Admissions Tests

The data available on the performance of Montgomery County students who elected to take various tests for college admissions purposes is presented. The voluntary aspect of the programs and the norms provided by the testing organizations should be considered in the interpretation of the results.

APPENDIX TABLE 1

Outline of the County-wide Testing Program School Year 1964-65

Name of Test	Given to Students	No. of Tests Administered	What Test Measures	How Test Results May be Used
Lee Clark Reading Readiness Test	Grade 1	7,655	Ability to recognize similarities and differences in letter forms, to understand verbal concepts, and to recognize similarities and differences in letter and word formation	Used as a resource by the teacher to identify children who are ready for reading instruction and those who need further maturation; results are compared with the readiness as determined by a mental maturity test and classroom observation
California Form Test of Mental Maturity (CMM) (Available on 5 levels of difficulty for use in Grades 1 - 12)	Grades 1, 3, 5, 6, 8, 10	46,411	Scholastic aptitude expressed by language, non-language, and total mental factors grade equivalents, mental ages, and intelligence quotients; scholastic aptitude is also expressed by performance on subtests in spatial relationships, logical reasoning, numerical reasoning, and verbal concepts	Used by teacher and counselor as basis for determining "under" and "over" achievement; a means of diagnosing learning difficulties through a profile of mental factors; a prediction of future achievement for educational planning; base-line information for the evaluation of achievement in the school and county
California Achievement Tests (CAT)	Grades 3, 5, 6, 8	93,637	Achievement in reading vocabulary, reading comprehension, arithmetic reasoning, arithmetic fundamentals, mechanics of English, and spelling	Achievement on each of the six tests can be evaluated by the teacher with respect to classroom observation and performance on the several subtests of mental maturity; analysis of each of the achievement tests is possible to discover

APPENDIX TABLE 1 (continued)

Outline of the County-wide Testing Program
School Year 1964-65

Name of Test	Given to Students	No. of Tests Administered	What Test Measures	How Test Results May be used
California Achievement Tests (continued)				Strengths and weaknesses in various concepts and skills for pupils individually, for classes, and for the school as a whole; achievement for the county can be studied with regard to mental maturity on each of the six fundamental subjects; test data for schools and the county are used for curriculum planning
Sequential Tests of Educational Progress (STEP) Science and Social Studies	Grade 6	15,659	Broad outcomes of general education, such as skills, concepts, understandings, and knowledge of basic subject matter in areas being tested; application of understanding as well as recall	Achievement on each of the tests can be evaluated by the teacher with respect to classroom observation and performance on mental maturity tests; analysis of each achievement test is possible to discover strengths and weaknesses on various concepts and skills for pupils individually, for class, and for the school as a whole

APPENDIX TABLE 1 (continued)

Outline of the County-wide Testing Program School Year 1964-65

Name of Test	Given to Students	No. of Tests Administered	What Test Measures	How Test Results May be Used
Cooperative English Test (Reading Comprehension)	Grade 9	6,936	Achievement in vocabulary, speed of comprehension, and level of comprehension	To identify the reading needs of individual students; to compare achievement among the subtests, and to identify students below the lower quartile for special remedial instruction in Grade 10
Test of Mathematical Understandings Level II III IV	Grade 4 5 6	22,481	The understanding of mathematical ideas and concepts expressed through the use of symbols, language, and elementary operations	To identify individual student strengths and weaknesses in employing elementary mathematical principles and operations; to evaluate student understanding of modern mathematics, and to provide direction for teachers and supervisors in curriculum development
Test of Mathematics 7	Grade 7	7,491	The understanding of the basic structure of mathematics with regard to mathematical systems and arithmetical numbers; some exercises on geometric concepts are included	To furnish information about the achievement of students in Mathematics 7, and to provide a basis for grouping students for instruction in Mathematics 8

APPENDIX TABLE 1 (continued)

Outline of the County-wide Testing Program
School Year 1964-65

Name of Test	Given to Students	No. of Tests Administered	What Test Measures	How Test Results May be Used
Arithmetic Fundamentals Survey Test Form A, B, C	Grade 7	22,420	Understanding and skill in the fundamental operations of arithmetic as applied to whole numbers, fractions, and decimals; also skill in converting percentages to fractions and decimals	To assess the extent to which mathematics instruction provides for maintaining skills involving the fundamental operations of arithmetic
Cooperative Mathematics Test Arithmetic	Grade 8	7,314	The understanding and application of mathematical principles embodied in arithmetic including properties of operation, denominator numbers, place value, conversions, and interpreting graphs	To assess the achievement level of students in Mathematics 8 and to provide an additional basis for advising students in selecting the appropriate mathematics course in Grade 9
Structure of the Number System	Grade 8	7,305	The understanding of the basic structure of mathematics with special attention to properties of integers; factors, divisors, and multiples; operations and number systems	
Test of World Geography Understandings	Grade 7	7,331	Knowledge and interpretation of geographic facts, vocabulary in geography, interpretation of climatic graphs, map skills, and interpretation of tables	To identify strengths and weaknesses of individual students in world geography understandings in Grade 7, to appraise the relative effectiveness of curriculum materials and methods of instruction, and to stimulate improvement of teaching

APPENDIX TABLE 1 (continued)

Outline of the County-wide Testing Program
School Year 1964-65

Name of Test	Given to Students	No. of Tests Administered	What Test Measures	How Test Results May be Used
Sequential Tests of Educational Progress (STEP) Listening (2A)	School elected testing of Grade 10 students	5,130	The student's ability to comprehend, interpret, and evaluate what he hears; passages are read orally by the examiner	Help teachers and counselors evaluate the student's capacity to perform future academic tests
School and College Ability Tests (SCAT) 2A	School elected testing of Grade 10 students	5,211	Developed ability in verbal and quantitative skills	
USF Test, Ability to Understand Spoken French (Tape recorded) Level IIIA	Grade 6	3,598	Ability to understand spoken French	In research, to assess relative effectiveness of initiating French instruction earlier rather than later in the grade sequence. In class, to evaluate achievement of individual pupils
IA	7	3,031		
Test of Ability to Speak French (Local test taped)	Grade 6 7	360 310		
Stanford Achievement Primary I Battery Form W (February)	Grade 1	1,380	Achievement in word reading, paragraph meaning, vocabulary, spelling, word study skills, and arithmetic	In research, these tests are used as criterion measures of pupil progress in the academic subjects and are the bases for comparisons between

APPENDIX TABLE 1 (continued)

Outline of the County-wide Testing Program
School Year 1964-65

Name of Test	Given to Students	No. of Tests Administered	What Test Measures	How Test Results May be Used
Stanford Achievement (continued)				Outcomes produced by the variant organizational patterns and by the different curricula being studied
Form X (June)	Grade 1	1,410		
Form Y (February)	Grade 2	2,280		
Stanford Achievement Primary II Battery			Achievement in vocabulary, word meaning, paragraph meaning, spelling, word study skills, arithmetic reasoning, arithmetic computation, English skills (including punctuation and capitalization), science and social studies concepts	
Form W (June)	Grade 2	2,600		
Form Y (June)	Grade 3	1,080		
Sequential Tests of Educational Progress			Achievement in skills and understandings in reading, mathematics, science, and social studies	In research, these tests are used as criterion measures of pupil progress in the academic subjects and are the bases for comparisons between outcomes produced by the variant organizational patterns and by the different curricula being studied
Form 4A (May)	Grade 4	1,140		
Form 4B (May)	Grade 5	1,050		

ACHIEVEMENT IN RELATION TO SCHOLASTIC APTITUDE ON INDIVIDUAL STUDENT BASIS

Statistical basis for information is shown in Tables 2 through 10 in the Appendix.

Analysis of achievement in relation to six levels of intelligence on an individual student basis is presented in this report. Information is presented on students in Grades 5, 6, and 8 for school year 1963-64 in comparison with school year 1964-65.

Achievement in each subject for the six levels of intelligence is on an individual student basis rather than on the basis of group statistics. Data based on a large number of students tend to magnify small differences in performance and do not show the actual number of students whose achievement is up to expectancy. In this case the level of achievement of each student was tested statistically to find whether his performance was below, at the same level, or above that expected at the 5 percent level of significance. Expectancy for each student was based on the level of achievement of matched-group students, in the national sample of the published test, who had the same mental age, chronological age, and grade in school. Expectancy with the 1963 norms was based on the achievement of students in the national sample who had the same intellectual status index and month of grade in school. Tables were provided for the test which showed the number of months by which the actual achievement must deviate from expected achievement in order to be significant at the 5 percent level of significance. (Donald K. Ottman, Standard Errors of the Differences Between Obtained and Anticipated Achievement Grade Placements, California Test Bureau, Del Monte Research Park, Monterey, California.) Students whose achievement deviated less than this amount were designated "equivalent to expectancy." Those whose achievement was equal to and above this amount were designated "above expectancy," and those students whose achievement was equal to and below this amount were designated "below expectancy." The students in each of the three categories were then sorted in terms of their intelligence quotients into six broad levels.

As a result of this analysis, the number and percent of students whose achievement was above, equivalent to, and below expected achievement were obtained for the various levels of intelligence. Six levels of intelligence were chosen to provide ease in discussing the educational implications of the findings.

When interpreting data in the tables which follow, it is important to consider the basis on which the various percents were determined. The percents in each of the following tables in the columns labeled "Total Students" are based on the total number of students in that grade and indicate the percent of students at each level of intelligence.

The remaining three columns in the tables show the number and percent of students whose achievement was above expectancy, equivalent to expectancy, and below expectancy. The number and percent of students in each category at given levels of intelligence are indicated.

The most important single relationship to be observed from the data in these tables is the percent of students in the grade whose achievement falls in each of the three expectancy categories. The number and percent in the above-expectancy

category should be compared with the number and percent in the below-expectancy category. Under normal circumstances, one would expect to find a similar number of students in each group. One criterion for evaluating the general effectiveness of the school program in a subject and grade is the combined number and percent of students whose achievement scores place them in the above and equivalent categories of expectancy.

A similar observation can be made for each level of intelligence. The general effectiveness of the school program for a given level of intelligence can be evaluated by the relative percent of students in the above- and below-expectancy categories for that level.

Several additional considerations enter into the interpretation of the data in the tables. When the number of students at a given level of intelligence is small, the percents listed in a particular expectancy category are sometimes disproportionately large in relation to other percents in that same category. While the percents are somewhat large in these cases, the number of students involved is relatively small. When the percents for different levels of intelligence are compared for a particular expectancy category, it is especially important to consider the number of students involved.

APPENDIX TABLE 2

The Number and Percent of Students at Six Levels of Intelligence and Achievement
in Reading in Relation to the Scholastic Aptitude of Each Student
For School Years 1963-64 and 1964-65

(Expectancy Based on 1957 Norms for School Year 1963-64
and Based on 1963 Norms for School Year 1964-65)

GRADE 5

Subtest and Level of Intelligence	Total Students		Number and Percent of Students with Achievement					
			Above Expectancy		Equivalent to Expectancy		Below Expectancy	
	No.	%	1963-64	%	1963-64	%	1963-64	%
Vocabulary	1329	18 ^a	336	25 ^b	830	62	163	12
	2330	31	851	37	1356	58	123	5
	2413	32	928	38	1349	56	136	6
	1173	15	448	38	615	52	110	9
	290	4	74	26	184	63	32	11
	54	1	10	19	39	72	5	9
Total	7589		2647	35 ^c	4373	58	569	7
Comprehension	1329	18	128	10	922	69	279	21
	2328	31	565	24	1503	65	260	11
	2412	32	739	31	1369	57	304	13
	1168	15	257	22	686	59	225	19
	285	4	42	15	173	61	70	25
	53	1	9	17	37	70	7	13
Total	7575		1740	23	4690	62	1145	15

^a Percent of the total number of students in the grade at this IQ level (1329/7589 = .18 or 18 percent)

^b Percent the number of students with achievement above expectancy is of the total number of students at this level
(336/1329 = .25 or 25 percent)

^c Percent the total number of students with achievement above expectancy is of the total number of students in the
grade (2647/7589 = .35 or 35 percent)

The Number and Percent of Students at Six Levels of Intelligence and Achievement in Reading in Relation to the Scholastic Aptitude of Each Student
For School Years 1963-64 and 1964-65

(Expectancy Based on 1963 Norms for Both School Years)

[illegible]

APPENDIX TABLE 4

The Number and Percent of Students at Six Levels of Intelligence and Achievement
in Reading in Relation to the Scholastic Aptitude of Each Student
For School Years 1963-64 and 1964-65

(Expectancy Based on 1963 Norms for Both School Years)

GRADE 8

Subtest and Level of Intelligence	Total Students						Number and Percent of Students with Achievement											
	1963-64			1964-65			Above Expectancy			Equivalent to Expectancy			Below Expectancy					
	No.	%	%	No.	%	%	No.	%	%	No.	%	%	No.	%	%	No.		
Vocabulary	625	9	10	727	86	14	12	87	532	85	85	619	7	1	3	21		
	2506	37	36	2716	564	23	23	623	1863	74	74	2008	79	3	3	85		
	1990	30	30	2207	545	27	29	641	1334	67	66	1456	111	6	5	110		
	996	15	15	1138	251	25	28	317	635	64	63	719	110	11	9	102		
	427	6	7	500	84	20	22	110	272	64	64	321	71	17	14	69		
	147	2	2	163	28	19	13	22	103	70	74	121	16	11	12	20		
Total	6691			7451	1558	23	24	1800	4739	71	70	5244	394	6	5	407		
Comprehension	625	9	10	727	151	24	18	132	468	75	81	591	6	1	1	4		
	2505	37	36	2718	682	27	25	670	1746	70	73	1974	77	3	3	74		
	1990	30	30	2204	481	24	22	495	1415	71	73	1618	94	5	4	91		
	995	15	15	1138	227	23	21	241	719	72	75	859	49	5	3	38		
	426	6	7	500	119	28	33	165	295	69	66	328	12	3	1	7		
	145	2	2	163	69	48	49	80	76	52	51	83						
Total	6686			7450	1729	26	24	1783	4719	71	73	5453	238	4	3	214		

APPENDIX TABLE 5

The Number and Percent of Students at Six Levels of Intelligence and Achievement
in Arithmetic in Relation to the Scholastic Aptitude of Each Student
For School Years 1963-64 and 1964-65

(Expectancy Based on 1957 Norms for School Year 1963-64
and Based on 1963 Norms for School Year 1964-65)

GRADE 5

Subtest and Level of Intelligence	Total Students			Number and Percent of Students with Achievement											
	1963-64			1964-65			Above Expectancy			Equivalent to Expectancy			Below Expectancy		
	No.	%	No.	No.	%	No.	No.	%	No.	%	No.	%	No.	%	No.
<u>Reasoning</u> 130 & above 115 - 129 100 - 114 85 - 99 70 - 84 69 & below	1329	18 ^a	9	669	474	36 ^b	27	183	816	61	72	481	39	3	5
	2329	31	36	2832	696	30	23	657	1582	68	76	2154	51	2	21
	2412	32	32	2546	726	30	25	634	1581	66	75	1897	105	4	15
	1171	15	15	1201	303	26	21	255	781	67	76	917	87	7	29
	289	4	6	462	42	15	9	43	219	76	83	385	28	10	7
	53	1	2	133	6	11	11	14	42	79	81	108	5	9	8
Total	7583			7843	2247	30 ^c	23	1786	5021	66	76	5942	315	4	115
<u>Fundamentals</u> 130 & above 115 - 129 100 - 114 85 - 99 70 - 84 69 & below	1329	18	9	670	29	2	19	128	758	57	76	512	542	41	30
	2328	31	36	2832	41	2	14	402	1947	84	80	2273	340	15	157
	2409	32	32	2541	115	5	18	452	2072	86	75	1909	222	9	180
	1168	15	15	1203	170	15	26	308	904	77	69	828	94	8	67
	287	4	6	459	74	26	29	132	203	71	67	308	10	3	19
	49	1	2	131	24	49	40	52	25	51	57	75		3	4
Total	7570			7836	453	6	19	1474	5909	78	75	5905	1208	16	457

a Percent of the total number of students in the grade at this IQ level (1329/7583 = .18 or 18 percent)

b Percent the number of students with achievement above expectancy is of the total number of students at this level
(474/1329 = .36 or 36 percent)

c Percent the total number of students with achievement above expectancy is of the total number of students in the
grade (2247/7583 = .30 or 30 percent)

APPENDIX TABLE 6

The Number and Percent of Students at Six Levels of Intelligence and Achievement in Arithmetic in Relation to the Scholastic Aptitude of Each Student
For School Years 1963-64 and 1964-65

(Expectancy Based on 1963 Norms for Both School Years)

GRADE 6

Subtest and Level of Intelligence	Total Students		Number and Percent of Students with Achievement																	
	1963-64		1964-65		Above Expectancy		Equivalent to Expectancy		Below Expectancy											
	No.	%	%	No.	1963-64	%	1964-65	No.	%	1963-64	%	1964-65	No.	%	1964-65	No.				
Reasoning	697	9	9	720									61	9	7	50				
	2963	40	38	2970			9						297	10	10	306				
	2134	29	30	2348	3	1	33						237	11	10	235				
	1016	14	15	1184	3	4	45						165	16	13	149				
	466	6	6	485	17	4	24						97	21	18	89				
	104	1	1	116	5	5	8						41	39	37	43				
Total	7380			7823	94	1	2	119				6388	87	87	6832	898	12	11	872	
Fundamentals	697	9	9	720																
	2963	40	38	2969			389						321	46	44	318	10	1	2	13
	2134	29	30	2347	366	53	54						1709	58	54	1600	154	5	6	165
	1016	14	15	1181	1100	37	41	1204					1280	60	59	1380	203	10	10	239
	468	6	6	487	651	31	31	728					633	62	60	705	117	12	12	146
	105	1	1	116	266	26	28	330					288	62	62	301	79	17	17	82
Total	7383			7820	101	22	21	104				63	60	57	66	28	27	22	25	

The Number and Percent of Students at Six Levels of Intelligence and Achievement in Arithmetic in Relation to the Scholastic Aptitude of Each Student
For School Years 1963-64 and 1964-65

(Expectancy Based on 1963 Norms for Both School Years)

Subtest and Level of Intelligence	Total Students				Number and Percent of Students with Achievement											
	1963-64		1964-65		Above Expectancy				Equivalent to Expectancy				Below Expectancy			
	No.	%	%	No.	No.	%	%	No.	No.	%	%	No.	%	%	No.	
Reasoning																
130 & above	627	9	10	727	262	42	47	339	361	58	53	386	4	1		2
115 - 129	2502	37	36	2713	633	25	31	848	1794	72	67	1805	75	3	2	60
100 - 114	1983	30	30	2205	348	18	21	460	1549	78	75	1653	86	4	4	92
85 - 99	1001	15	15	1138	137	14	18	209	814	81	77	872	50	5	5	57
70 - 84	424	6	7	502	56	13	16	82	360	85	80	403	8	2	3	17
69 & below	147	2	2	161	15	10	12	20	130	88	86	139	2	1	1	2
Total	6684			7446	1451	22	26	1958	5008	75	71	5258	225	3	3	230
Fundamentals																
130 & above	627	9	10	728	351	56	71	518	247	39	27	196	29	5	2	14
115 - 129	2501	37	36	2712	904	36	52	1415	1329	53	40	1082	268	11	8	215
100 - 114	1984	30	30	2206	378	19	31	686	1350	68	57	1261	256	13	12	259
85 - 99	1001	15	15	1138	85	8	17	195	831	83	71	808	85	8	12	135
70 - 84	424	6	7	502	23	5	9	44	374	88	84	423	27	6	7	35
69 & below	147	2	2	163	7	5	14	23	137	93	83	136	3	2	2	4
Total	6684			7449	1748	26	39	2881	4268	64	52	3906	668	10	9	662

APPENDIX TABLE 8

The Number and Percent of Students at Six Levels of Intelligence and Achievement
in Language in Relation to the Scholastic Aptitude of Each Student
For School Years 1963-64 and 1964-65

(Expectancy Based on 1957 Norms for School Year 1963-64
and Based on 1963 Norms for School Year 1964-65)

GRADE 5

Subtest and Level of Intelligence	Number and Percent of Students with Achievement									
	Total Students		Above Expectancy		Equivalent to Expectancy		Below Expectancy			
	No.	%	1963-64	%	1964-65	No.	%	1963-64	%	1964-65
Mechanics of English										
130 & above	1325	18 ^a	9		671	253	19 ^b	28		187
115 - 129	2318	31	36		2829	797	34	32		895
100 - 114	2402	32	32		2525	875	36	26		650
85 - 99	1174	16	15		1198	378	32	20		245
70 - 84	287	4	6		455	42	15	15		68
69 & below	52	1	2		131	5	10	13		17
Total	7558				7809	2350	31 ^c	26		2062
Spelling										
130 & above	1326	18	9		671	88	7	58		390
115 - 129	2321	31	36		2832	517	22	49		1375
100 - 114	2402	32	32		2533	893	37	37		926
85 - 99	1174	16	15		1198	416	35	24		285
70 - 84	287	4	6		459	63	22	14		64
69 & below	52	1	2		130	11	21	6		8
Total	7562				7823	1988	26	39		3048

^a Percent of the total number of students in the grade at this IQ level (1325/7558 = .18 or 18 percent)

^b Percent the number of students with achievement above expectancy is of the total number of students at this level
(253/1325 = .19 or 19 percent)

^c Percent the total number of students with achievement above expectancy is of the total number of students in the
grade (2350/7558 = .31 or 31 percent)

The Number and Percent of Students at Six Levels of Intelligence and Achievement
in Language in Relation to the Scholastic Aptitude of Each Student
For School Years 1963-64 and 1964-65

(Expectancy Based on 1963 Norms for Both School Years)

[illegible]

APPENDIX TABLE 10

The Number and Percent of Students at Six Levels of Intelligence and Achievement in Language in Relation to the Scholastic Aptitude of Each Student
For School Years 1963-64 and 1964-65

(Expectancy Based on 1963 Norms for Both School Years)

GRADE 8

Subtest and Level of Intelligence	Total Students			Number and Percent of Students with Achievement																		
	1963-64			1964-65			Above Expectancy					Equivalent to Expectancy					Below Expectancy					
	No.	%	No.	No.	%	No.	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.			
Mechanics of English	630	9	10	728			306	49	50	365			288	46	45	328			36	6	5	35
	2502	37	36	2720			1111	44	47	1283			1136	45	45	1212			255	10	8	225
	1980	30	30	2205			744	38	39	868			1043	53	52	1154			193	10	8	183
	997	15	15	1138			364	37	35	399			566	57	58	663			67	7	7	76
	423	6	7	505			145	34	33	167			232	55	59	297			46	11	8	41
	145	2	2	163			43	30	37	61			90	62	52	85			12	8	10	17
Total	6677			7459			2713	41	42	3143			3355	50	50	3739			609	9	8	577
Spelling	630	9	10	728			150	24	25	182			438	70	68	497			42	7	7	49
	2502	37	36	2721			652	26	26	720			1589	64	63	1721			261	10	10	280
	1981	30	30	2205			564	28	30	657			1188	60	58	1279			229	12	12	269
	998	15	15	1138			273	27	29	329			599	60	59	669			126	13	12	140
	424	6	7	505			98	23	25	124			281	66	66	334			45	11	9	47
	145	2	2	162			33	23	30	49			112	77	67	108					3	5
Total	6680			7459			1770	26	28	2061			4207	63	62	4608			703	11	11	790

APPENDIX TABLE 11

Number of Grade 11 and 12 Students Who Received Given Percentile Scores
on the College Board Scholastic Aptitude and Achievement Tests

		Scholastic Aptitude		The College Board Achievement Tests												
Percentile		Verbal	Mathematics	English	Mathematics		Chemistry	Biology	Physics	American History & Social Studies	European History & World Culture	French	Spanish	Latin	German	
					Level II (Int.)	Level I (Std.)										
99+	Jr.	597	481	3		91	2	1	1	6	2	5	8		3	
	Sr.	776	601	45				2	2				7			
90 - 99	Jr.	1100	1035	204	11	289	64	21	3	136	3	61	5	2	1	
	Sr.	1239	1033	368	35	173	28	38	19	91	10	38	20	14	9	
80 - 89	Jr.	343	405	144	5	72	50	13	1	97	2	48	2	1		
	Sr.	374	445	229	30	100	15	6	15	51	7	35	8	7	3	
70 - 79	Jr.	207	201	91	6	61	79	6	2	68	4	28	5			
	Sr.	189	140	173	19	92	11	14	10	51	2	44	8	4	2	
60 - 69	Jr.	133	143	66	5	37	32	8		60	1	24	1	2	2	
	Sr.	121	201	177	22	104	9	14	15	29	4	28	6	4	4	
50 - 59	Jr.	95	97	55	1	47	31	8		60	9	2		1	1	
	Sr.	63	153	140	12	66	11	17	3	40	4	39	5	7	3	
40 - 49	Jr.	69	89	53	4	21	20	8		39	1	25	1		1	
	Sr.	69	137	116	7	92	16	5	4	29	5	42	7	2	3	
30 - 39	Jr.	36	78	52	1	18	26	8		56		22		2	2	
	Sr.	31	90	100	11	56	10	11	4	33	3	37	5	3	3	
20 - 29	Jr.	28	57	38	1	17	24	3		46	14	6	3	2	1	
	Sr.	30	70	123	6	88	8	14	2	40	5	48	43	3	5	
10 - 19	Jr.	11	27	27		12	11	4		37	1	12				
	Sr.	23	39	81	1	77	11	11	10	27	5	136	9	4	6	
0 - 9	Jr.			35		2	8			54	1	23		1		
	Sr.	3	9	75	1	85 •	2	7	1	26	4			4	4	
Total	Jr.	2621	2621	768	34	667	345	80	6	653	14	263	27	10	11	
	Sr.	2918	2918	1627	144	933	123	139	84	423	51	447	118	52	42	

Public Schools of the District of Columbia

PUBLIC SCHOOL BUILDINGS -- PAST AND PRESENT

ADMINISTRATION AND SERVICE BUILDINGS:

Administration Buildings	1
Storehouse	2
Warehouses	2
Maintenance Shop	2

Page

PUBLIC SCHOOL BUILDINGS IN ACTIVE SERVICE:

Teachers College	3
Armstrong Adult Education Center	4
Capitol Page School	4
Americanization School	4
Boys' Junior-Senior High School	4
Sharpe Health School	5
Twilight Classes	5
Senior High Schools	6
Vocational High Schools	8
Junior High Schools	9
Elementary Schools	12

PUBLIC SCHOOL BUILDINGS OUT-OF-SERVICE:

Discontinued Use for Pupils and Razed Public School Buildings, and Property Sold by D. C. Commissioners	23
---	----

Prepared by
Department of General Research, Budget, and Legislation
Office of the Statistician
May 24, 1965

11
See Page 1
See Page 1
See Page 1

41

E-1

ADMINISTRATION BUILDINGS, STOREHOUSE, WAREHOUSES, AND MAINTENANCE SHOP

Map No.	Building	Erection date	Street address	Square	Lot	Sq. Ft.	Remarks
<u>ADMINISTRATION BUILDINGS</u>							
15	<u>Franklin Administration Building</u> (Franklin, Benjamin)	1869	13th & K Sts., NW. (5)	285	808	14,938	Offices of Board of Education and Superintendent since 1870. Housed pupils also to 1927.
65	<u>Ross Administration Annex No. 1</u> (Ross, John W.)	1888	1730 R St., NW. (9)	155	821	20,628	Formerly Adams school; renamed Ross, 1935; discontinued use for pupils 1929; used as Administration Annex No. 1, 1930 to 1935; re-opened for pupils 1935 to 1939; reverted to Administration Annex No. 1 September 1, 1939.
<u>Anacostia Demountable, Administration Annex No. 3</u>							
51	<u>Webster Administration Annex No. 4</u> (Webster, Daniel)	1882	16th & Q Sts., SE. (20) Tenth & H Sts., NW. (1)	375	802	8,835	Temporary building. Housed Americanization School, June 4, 1924 to July 1, 1949; became Administration Annex September 1950. Also houses Girls' Rehabilitation Program, organized 1961.
62	<u>Magruder Administration Annex No. 5</u> (Magruder, William B.)	1887	1619 M Street, NW. (6)	182	803	25,408	Discontinued use for pupils October 31, 1953; became Administration Annex November 1, 1953.
49	<u>Wormley Administration Annex No. 6</u> (Wormley, James, Sr.)	1884	Prospect St. bet. 33d & 34th Sts., NW. (7)	1220	840, 815	27,758	Discontinued use for pupils, August 31, 1952; became Administration Annex January 3, 1954.
81	<u>Phillips Administration Annex No. 7</u> (Phillips, Wendell)	1890	27th & N Sts., NW. (7)	1215	806	44,174	Discontinued use for pupils June 30, 1955; became Administration Annex, September 1, 1955.
45	<u>Twining Administration Annex No. 8</u> (Twining, William J.)	1883	Third bet. N & O Sts., NW. (1)	554	816	18,720	Elementary to October 19, 1949; annex to Armstrong High to September 1, 1955; Warehouse No. 2; became Administration Annex No. 8 September 1956.

ADMINISTRATION BUILDINGS, STOREHOUSE, WAREHOUSES, AND MAINTENANCE SHOP (Continued)

Map No.	Building	Erection date	Street address	Square	Lot	Sq. Ft.	Remarks
	<u>Storehouse</u> (D. C. Warehouse Center)	1960	2000 Adams Place, NE. (18)				Also houses D. C. Repair Shop, Department of Food Services, and Storage and Services Section, Transportation Unit of the Department of Buildings and Grounds.
	<u>WAREHOUSES</u>						
58	<u>Warehouse No. 1</u> (Carbery, Thomas H.)	1887	Fifth bet. D & E Sts., NE. (2)	812	822	20,790	Discontinued elementary use June 30, 1944; discontinued as annex to Stuart Junior High September 1, 1949; formerly housed Day Care Nursery. Used for elementary and junior high pupils; Douglass Junior High organized in Old Birney and Birney annex September 7, 1950--called Douglass Temporary--until completion of new Douglass September 15, 1952; discontinued for classroom use September 15, 1952 and boarded up; became Warehouse No. 2 August 31, 1956. Housed classes for War Production Training Program 1940 to 1945.
	<u>Warehouse No. 2</u> (Birney, James G.--Annex)	1943	Nichols Ave. & Summer Road, SE. (20)				
	<u>Harbor Garage Warehouse</u>		Ninth & H Sts., SW.				
	<u>MAINTENANCE SHOP</u>						
120	<u>Public School Maintenance Shop</u> (Dent, Josiah)	1900	Second St. & South Carolina Ave., SE.	765	803	13,058	Discontinued use for pupils December 1, 1947.

P U B L I C S C H O O L B U I L D I N G S I N A C T I V E S E R V I C E

Map No.	School	Erection date	Street address	Square	Lot	Sq. Ft.	Remarks
<u>TEACHERS COLLEGE</u>							
169	<u>D.C. Teachers College</u> Miner, Myrtilla	1913	Georgia Ave. & Euclid St., NW. (1)	3060	830	72,132	
162	Wilson, J. Ormond	1913	11th & Harvard Sts., NW. (9)	2856	812	95,138	

HISTORY - ORGANIZATION OF TEACHERS COLLEGE

Wilson and Miner Teachers Colleges were consolidated under one administration July 1, 1955 and was renamed District of Columbia Teachers College.

Washington Normal Schools No. 1 and No. 2 respectively which took the names of Wilson and Miner Normal Schools on entering the present buildings, became teachers colleges in 1929 and had their first degree graduations in 1933. Graduations were from a one-year course through the class of 1896, and from a two-year course for classes of 1898 through 1931.

Washington Normal School was organized in 1873 and occupied quarters in Franklin School from 1873 to 1913.

A normal school was opened by Miss Myrtilla Miner, December 6, 1851 in the 2100 block of G St., NW.; moved to Sq. 115 (south side of Dupont Circle) in 1853. After an interruption, reopened as the normal department of Howard University, 1871, with support from the Miner Fund. Operated by the Fund as separate Miner Normal School at 1613 P St., NW., 1876, and in its own Miner Building (17th St.), 1877. (A Normal Department was established in a high school September 1875 but merged, 1877, with Miner Normal in its new building.) Washington Normal School No. 2 operated by Public Schools in Miner building, 1887-1892, Magruder 1892-1898, Miner 1898-1907, and Summer 1907-1914.

P U B L I C S C H O O L B U I L D I N G S I N A C T I V E S E R V I C E (Continued)

Map No.	School	Erection date	Street address	Square	Lot	Sq. Ft.	Remarks
<u>SPECIAL SCHOOLS</u>							
	<u>Americanization School</u> (in Adams Elementary School)		19th & California Sts., NW. (9)				Americanization School located in Columbia Junior High School from 1919 to 1924; moved to Webster School June 4, 1924; moved to Adams, July 1, 1949--uses nine regular classrooms and two special rooms.
129	<u>Armstrong Adult Education Center</u> (Armstrong, Samuel Chapman)	1902	First & O Sts., NW. (1)	553	841	96,002	Armstrong High School organized 1901, discontinued Aug. 31, 1958; building on P St. opened 1902; building on O St. opened 1925. Senior high school and Veterans High School Center from Sept. 1, 1946 to Aug. 31, 1958. Established as Veterans High School Center, Sept. 1, 1958 to Feb. 1964. (Veterans classes also held in Phelps, Morse, and Cardozo) Established Adult Education Center Feb. 1964.
	<u>Boys' Junior-Senior High School</u> (in Randall Junior High School)		First & I Sts., SW. (24)				Boys' Junior-Senior High School established in Randall Junior High School Sept. 1, 1958.
	<u>Capitol Page School</u>		Library of Congress (25)				Board of Education became responsible for the Capitol Page School April 3, 1947.

P U B L I C S C H O O L B U I L D I N G S I N A C T I V E S E R V I C E (Continued)

Map No.	School	Erection date	Street address	Square	Lot	Sq. Ft.	Remarks
<u>SPECIAL SCHOOLS (Continued)</u>							
268	<u>C. Melvin Sharpe Health School</u>	1958	4300 13th St., NW. (11)	2820		210,022	Inspected Oct. 10, 1958; occupied, Oct. 20, 1958. Houses orthopedically handicapped children and Visiting Instruction Corps.
	<u>Girls' Rehabilitation Program</u> <u>(in Webster Administration</u> <u>Annex No. 4)</u>		Tenth & H Sts., NW. (1)				Organized 1963.
	<u>Twilight Classes</u> <u>(in Terrell Junior High)</u> <u>(in Woodson Junior High)</u> <u>(in Bundy Elementary School)</u>		First & Pierce Sts., NW. (1) Minnesota Ave. & Foote St., NE. (19) 429 O St., NW. (1)				Organized 1964.

P U B L I C S C H O O L B U I L D I N G S I N A C T I V E S E R V I C E (Continued)

SENIOR HIGH SCHOOLS

Map No.	School	Erection date	Street address	Square	Lot	Sq. Ft.	Remarks
227	Anacostia	1935	16th & R Sts., SE. (20)	5598 5604	802, 224/68 800, 802, 812	410, 518	Included junior high until 1943. Facilities also used in Anacostia Park. Housed ninth grade from Sousa Junior High 1962-1963. Occupied September 7, 1960
273	Ballou, Frank W.	1960	3401 Fourth St., SE. (32)		Parcel 243/46	16.25 Acres	
173	Cardozo, Francis L.	1916	13th & Clifton Sts., NW. (9)	2870	804	390, 634	Formerly Central High School; became Cardozo High School Sept. 11, 1950. Cardozo High School organized in Old Business High School. Housed ninth grade from Banneker Junior High Sept. 1961 to present.
232	Coolidge, Calvin	1940	Fifth & Tuckerman Sts., NW. (11)	3269, 3271 3284, 3285	807, 808	408, 791	Adjoins Takoma Recreation Center.
174	Dunbar, Paul Lawrence	1916	First bet. N & O Sts., NW. (1)	554	856	263, 416	Moved from M St. High School and renamed, 1916. Includes part of Twining site.
176	Eastern	1923	17th & East Capitol Sts., NE. (3)	1094, 1095 1108, 1109	a11	615, 400	Elementary classes opened in Eastern High School, Oct. 1, 1947 to Aug. 1, 1952; renamed Eastern Junior-Senior High School Aug. 1, 1952 to July 1, 1956; reverted to Eastern High School. Housed Payne Elementary Annex 1957-1958. Housed Maury Elementary Annex Sept. 1, 1959 to April 1961. Housed ninth grade from Eliot Junior High 1961-1962, 1962-1963.

P U B L I C S C H O O L B U I L D I N G S I N A C T I V E S E R V I C E (Continued)

Map No.	School	Erection date	Street address	Square	Lot	Sq. Ft.	Remarks
<u>SENIOR HIGH SCHOOLS (Continued)</u>							
198	McKinley, William	1928	Second & T Sts., NE. (2)	3530	891	900,470	Organized 1901 at 7th & R.I. Ave. 1902-1928; site includes Langley Junior High and part of Eckington Recreation Center. Housed ninth grade from Taft Junior High 1961-1962, 1962-1963.
211	Roosevelt, Theodore	1932	13th & Upshur Sts., NW. (11)	Parcel	84/182	722,225	Organized, Business High School, 9th St. & R. I. Ave., 1905. Housed ninth grade from Macfarland Junior High Sept. 1961 to present.
258	Spingarn, Joel Elias	1952	24th St. & Benning Rd., NE. (2)	Parcel	160/21	1,850,429	Occupied, Sept. 15, 1952. On same site with Phelps, No. 224; Browne, No. 216, and Young, No. 215. Housed ninth grade from Woodson Junior High 1962-1963.
117	Western	1898	35th & R Sts., NW. (7)	1293	803	126,701	Organized in Curtis School, 1890. Top floor destroyed by fire, 1914; pupils housed in Fillmore and Franklin Schools; returned to restored building September 1915.
225	Wilson, Woodrow	1935	Nebraska Ave. & Chesapeake St., NW. (16)	1768 1772, 1840	806, 807 35/451	454,920	

P U B L I C S C H O O L B U I L D I N G S I N A C T I V E S E R V I C E (Continued)

Map No.	School	Erection date	Street address	Square	Lot	Sq. Ft.	Remarks
<u>VOCATIONAL HIGH SCHOOLS</u>							
157	Bell, Alexander Graham	1910	Hiatt Pl. bet. Irving St. & Park Rd., NW. (10)	2674	853	59,600	Formerly C. F. Powell Elementary; became Powell Junior High, 1925; became Bell Vocational High Sept. 13, 1948; addition of eleven rooms occupied Sept. 10, 1951.
229	Burdick, Annalalor	1939	13th & Allison Sts., NW. (11)	2818	84/197	151,596	Formerly Dennison Vocational School.
230	Chamberlain, John A.	1939	Potomac Ave, bet. 13th & 14th Sts., SE. (3)	1046	847, 848	63,961	Successor to Lenox Vocational School.
224	Phelps, Seth L.	1934	24th St. & Benning Road, NE. (2)	4479	160/21	1,850,429	On same site with Spingarn, No. 258; Browne, No. 216; and Young, No. 215.
172	Washington, Margaret Murray	1912	O bet. North Capitol & First Sts., NW. (1)	616	866	93,203	Formerly O St. Vocational School; renamed 1926.

P U B L I C S C H O O L B U I L D I N G S I N A C T I V E S E R V I C E (Continued)

JUNIOR HIGH SCHOOLS

Map No.	School	Erection date	Street address	Square	Lot	Sq. Ft.	Remarks
282	Backus, Bertie	1963	South Dakota Ave. & Hamilton St., NE. (17)	3757	1 - 34	4.5 Acres	Occupied January 30, 1963.
231	Banneker, Benjamin	1939	Euclid St. bet. Georgia & Sherman Aves., NW. (1)	2882	925, 936 (Part)	585,000	Addition of 15 rooms occupied Jan 5, 1951. Undetermined area used by Recreation Center. Ninth grade housed in Cardozo Sr. High Sept 1961 to present. Addition occupied, April 16, 1953. On same site with Phelps, No. 224; Spingarn, No. 258; and Young, No. 215. Lot now includes old Reno building on east, and playground north to Fessenden St. Adjoins Fort Reno Park. Organized in two Birney buildings, 1950. Occupied Sept. 15, 1952. Gymnasium and Auditorium accepted Jan. 7, 1953. Portables used 1935-1943 and 1945-1947. Ninth grade housed in Eastern Senior High 1961-1962, 1962-1963. Addition occupied Sept. 1963.
216	Browne, Hugh M.	1932	24th St. & Benning Road, NE. (2)	4479	160/21	1,850,429	Occupied Sept. 25, 1963.
210	Deal, Alice	1931	Fort Drive & Nebraska Ave., NW. (16)	1847	809	373,919	Occupied Sept. 25, 1963.
259	Douglass, Frederick	1952	Pomeroy & Stanton Roads, SE. (20)	5872	950	306,767	Organized in Stevens & Sumner-Magruder Schools, Feb. 1927. Addition occupied April 13, 1953.
209	Eliot, Charles William	1931	18th St. & Constitution Ave., NE. (2)	1093	825	233,322	Also site of Garnet, No. 34, and Patterson, No. 93; both razed, 1927. Housed Grimke Annex 1958-1959. Includes land north to Whitehaven Parkway & Wisconsin Ave., and adjoining Fillmore elementary. Established Feb. 6, 1956; addition occupied Nov. 1964.
284 195	Evans, W. Bruce Francis, John R.	1963 1927	5600 East Capitol St., (19) 24th & N Sts., NW. (7)	5244 23	1 - 62 804	8.35 Acres 91,532	
200	Garnet, Henry H.- Patterson, James W.	1928	Tenth & U Sts., NW. (1)	359	800	54,318	
201	Gordon, J. Holdsworth	1928	35th & T Sts., NW. (7)	1297	850	160,556	
264	Hart, Charles	1956	601 Mississippi Ave., SE. (32)	5964	236/54	151,108	

PUBLIC SCHOOLS BUILDINGS IN ACTIVE SERVICE (Continued)

Map No.	School	Erection date	Street address	Square	Lot	Sq. Ft.	Remarks
JUNIOR HIGH SCHOOLS (Continued)							
85	Hine, Lemon G.	1887	Seventh & C Sts., SE. (3)	901	800	107,829	Former Eastern High, No. 85, built in 1892 and Towers Elementary, No. 59, built in 1887, joined and became Hine Junior High 1932. Junior High pupils in Towers since 1929. Includes site of Wallach School, No. 4, razed 1950. New Hine under construction 1965. Organized 1924 in old Jefferson, No. 23. Elementary classes opened in Jefferson Junior High, Dec. 1, 1947 using four rooms; discontinued Aug. 31, 1949. Elementary classes reopened July 1, 1952 to Sept. 22, 1954. Junior High unit moved from Anacostia Jr.-Sr. High. Facilities also used in Anacostia Park.
234	Jefferson, Thomas	1940	Eight & H Sts., SW. (24)	445, 439	803, 820	150,490	
237	Kramer, Stephen E.	1943	17th & Q Sts., SE. (20)	5571, 5568	218/137 13-20 238/141 891 84/182	190,790	
181	Langley, Samuel P.	1923	First & T Sts., NE. (2)	3530			On same site as McKinley High School.
180	Macfarland, Henry B. F.	1923	Iowa Ave. & Webster St., NW. (11)				On same site as Roosevelt Senior High.
249	Miller, Kelly	1949	49th & Brooks Sts., NE. (19)	5186, 5187	800	261,200	Ninth grade housed in Roosevelt Senior High Sept. 1961 to present.
203	Paul, Edward A.	1930	Eighth & Oglethorpe Sts., NW. (11)	2985	814	328,800	Undetermined part of this site used by Recreation Center.
196	Randall, Eliza G.	1907	First & I Sts., SW. (24)	S-643	800	95,359	Used old Brightwood as Annex Feb. 1931 to Feb. 1938. Four room addition occupied Sept. 17, 1958. Formerly Cardozo Elementary School and Cardozo Manual Training School, 168. 18-room addition occupied Jan. 31, 1949. Randall Recreation Center adjoins. Also houses Boys' Jr.-Sr. High since Sept. 1958.

P U B L I C S C H O O L B U I L D I N G S I N A C T I V E S E R V I C E (Continued)

Map No.	School	Erection date	Street address	Square	Lot	Sq. Ft.	Remarks
<u>JUNIOR HIGH SCHOOLS (Continued)</u>							
130	Shaw, Robert Gould	1902	Seventh St. & Rhode Island Ave., NW. (1)	444	802	60,580	Formerly McKinley High School. Shaw organized in M St. High School, 1919 to 1928
250	Sousa, John Philip	1950	37th St. & Ely Place, SE. (19)	203/78 203/76		255,363	Kimball Elementary Annex at Sousa Sept. 1950 to June 30, 1960. Ninth grade housed in Anacostia Senior High 1962-1963.
197	Stuart, Alexander Tait	1927	Fourth & E Sts., NE. (2)	811	800	73,134	Carbery used as Annex to Stuart Sept. 1944-1949.
220	Taft, William Howard	1933	18th & Perry Sts., NE. (18)	4197 4201	157/71 157/73	249,071	Organized Sept. 1933 in Langdon building. Bunker Hill Annex 1950-51.
260	Terrell, Robert Heberton	1952	First & Pierce Sts., NW. (1)	557	878	100,648	Ninth grade housed in McKinley Senior High 1961-1962, 1962-1963.
265	Woodson, Carter G.	1956	Minnesota Ave. & Foote St., NE. (19)	5078 5079	29-32, 36 37, 810, 816, 818-820 803-806	175,000	Occupied Sept. 15, 1952. Organized in M St. building 1931-1952. Twilight classes organized 1964.
							Occupied Sept. 10, 1956. Ninth grade housed in Spingarn Senior High 1962-1963. Twilight classes organized 1964.

P U B L I C S C H O O L B U I L D I N G S I N A C T I V E S E R V I C E (Continued)

Map No.	School	Erection date	Street address	Square	Lot	Sq. Ft.	Remarks
ELEMENTARY SCHOOLS							
204	Adams, John Quincy	1930	19th & California Sts., NW. (9)	2535	806	65,654	Occupied Jan. 1930; also houses
276	Aiton, Maude	1960	49th & Foote Sts., NE. (19)	5146	808	169,771	Americanization School, transferred from Webster, July 1, 1949.
275	Amidon, Margaret Milburn	1960	Fourth & I Sts., SW. (24)	498	886	210,863	Occupied by pupils, Sept. 7, 1960.
184	Bancroft, George	1924	18th & Newton Sts., NW. (10)	2619	808	96,488	Occupied Sept. 7, 1960. New building to replace old Amidon and Greenleaf.
193	Barnard, Job	1926	Decatur bet. Fourth & Fifth Sts., NW. (11)	3250	800	150,000	West side of lot 808 extends north beyond school yard into Piney Branch Valley adjoining parkway. Addition March 1963.
236	Beers, Anne	1942	Alabama Ave. & 36th Place, SE. (20)	5668	810	60,654	Part of land used by Recreation Department. Thirteen room addition occupied March 9, 1962.
48	Benning, William (New)	1943	Minnesota Ave., bet. Benning Road & Foote St., NE. (19)	5053	176/92	117,862	Addition occupied Jan. 4, 1950. Park (U.S. Res. 518) adjoins.
253	Birney, James G.	1950	Minnesota Ave., bet. Benning Road & Foote St., NE. (19)	5052	802, 805		Temporary building; formerly used as Benning Annex.
50	Blair, Francis P.	1884		858	827	22,018	Discontinued use for pupils Sept. 1952.
145	Blow, Henry T.	1906		4514	814	50,250	Contents of Hilton Warehouse No. 2 moved into Benning Jan. 1953; discontinued use as Warehouse No. 2 and became Benning Annex Sept. 1, 1954.
208	Bowen, Anthony	1930	Delaware Ave. & M St., SW. (24)	595	806, 807	93,007	Occupied Jan. 30, 1950. On part of Barry Farms Recreation Center.
							Portables used 1921-1927.
							Became annex to Browne Junior High Dec. 1, 1947; became elementary school again March 22, 1950.
							Housed crippled children to Oct. 1958.
							D. C. Teachers Credit Union occupies one room.

P U B L I C S C H O O L B U I L D I N G S I N A C T I V E S E R V I C E (Continued)

Map No.	School	Erection date	Street address	Square	Lot	Sq. Ft.	Remarks
<u>ELEMENTARY SCHOOLS (Continued)</u>							
46	Brent, Robert	1883	Third & D Sts., SE. (3)	792	816	21,500	Site of Eastern District School about 1808 to 1864.
191	Brightwood	1926	13th & Nicholson Sts., NW. (11)	2794	885	146,787	Demonstration School. Alterations 1965.
103	Brookland	1891	Tenth & Monroe Sts., NE. (17)	3880	808	60,000	Portables used 1921-1931.
112	Bruce, Blanche K.	1898	Kenyon St. & Sherman Ave., NW. (10)	2891	823	43,081	Portables used 1921-1927.
155	Bryan, Thomas B.	1909	Independence Ave. bet. 13th & 14th Sts., SE. (3)	1038	802	39,120	Portables used 1921-1928.
96	Buchanan, James	1895	13th & E Sts., SE. (3)	1042	108	91,799	Portables used 1921-1922.
228	Bundy, James F.	1936	429 O St., NW. (1)	511	823	35,459	Site of John F. Cook School, No. 30.
					822	104,955	Site of Bundy playground. Twilight classes, 1964.
233	Bunker Hill	1940	14th St. & Michigan Ave., NE. (17)	3995	147/159	191,147	Erected on site of Bunker Hill, No. 161; addition June 15, 1953 and Jan. 22, 1965.
177	Burroughs, John	1921	18th & Monroe Sts., NE. (18)	4203	800	237,253	Preceded by Monroe St. portables; addition occupied Sept. 1960.
170	Burrville	1912	Division Ave. & Hayes St., NE. (19)	5208	803	70,000	Erected on site of Burrville No. 91.
152	Carver, George Washington	1909	45th & Lee Sts., NE. (19)	5155	835	75,612	Formerly Deanwood School; renamed Feb. 1945.
165	Cleveland, Grover	1912	Eightth & T Sts., NW. (1)	417	808	22,753	Portables used 1926-1934.
111	Congress Heights	1898	Fifth St. & Nichols Ave., SE. (20)	E-5954	235/6	107,593	Replaced old Giesboro School on same lot.
189	Cook, John F.	1926	P bet. N. Capitol & First Sts., NW. (1)	616	866	53,203	Included site for Cook and M.M.Washington.
154	Cooke, Henry D.	1909	17th & Euclid Sts., NW. (9)	2576	808	90,000	Portables used 1921-1927.
167	Crummell, Alexander	1912	Gallaudet & Kendall Sts., NE. (2)	E-4042	142/22	108,138	Replaced Ivy City School on nearby site.
	Crummell Annex	1948	Gallaudet St. & Central Place, NE. (2)				Temporary building.
239	Davis, Adelaide	1946	44th Place & H St., SE. (19)	5360	800	116,190	Addition occupied March 30, 1953; Sept. 1963.
	Davis Annex	1943	44th Place & H St., SE. (19)				Temporary building on site with Davis;
							Annex to Davis from Feb. 15, 1943 to
							1947; occupied by 14th Precinct, 1948-
							1950; annex to Davis Jan. 1951 to
							March 30, 1953; reopened Aug. 28, 1955
261	Draper, Henry W.	1953	Wahler Pl. bet. Wheeler Rd. & Ninth St., SE. (20)	5926	800	206,222	Occupied Dec. 7, 1953. Oxon Run Park land adjoins on north.

P U B L I C S C H O O L B U I L D I N G S I N A C T I V E S E R V I C E (Continued)

Map No.	School	Erection date	Street address	Square	Lot	Sq. Ft.	Remarks
ELEMENTARY SCHOOLS (Continued)							
269	Drew, Charles Richard	1959	56th & Eads Sts., NE. (19)	5226	800	100,800	Occupied Sept. 1959.
160	Eaton, John	1911	34th & Lowell Sts., NW. (16)	2088	800	60,615	Portables used 1921-1931. Houses
116	Eckington	1898	Quincy Place & First St., NE. (2)	3519	801,802	22,500	Reading Clinic. Discontinued use for pupils Jan. 31, 1949; became Warehouse No. 3 until Sept. 1, 1950; became Admin. Annex No. 3 Sept. 1, 1950; reopened for pupils Sept. 1, 1956. Housed Food Services Dept. Aug. 1950 to June 1961.
135	Edmonds, James B.	1903	Ninth & D Sts., NE. (2)	938	809	21,254	Portables used 1921-1922.
133	Emery, Matthew G.	1902	Lincoln Road & S St., NE. (2)	3530	892	63,449	Adjoins McKinley, Langley and Recreation lots.
92	Fillmore	1892	35th St. bet. R & S Sts., NW. (7)	1297	851	55,750	Adjoins Gordon Junior High.
143	Gage, Nathaniel P.	1904	Second & U Sts., NW. (1)	3115	800	42,118	Portables used 1921-1923.
158	Garfield, James A.	1910	25th St. & Alabama Ave., SE. (20)		215/32	125,929	Erected on same site as old Garfield.
285	Garrison, William Lloyd	1964	12th & S Sts., NW. (9)	276 & 307	35-38, 53-56 65-66, 74-90 103-130, 800-803 807-809, 822	150,900	No. 106; formerly Hamilton Road School. Replaced old Garrison No. 76.
63	Giddings, Joshua R.	1887	G bet. Third & Fourth Sts., SE. (3)	796	837	57,092	Portables used 1927-1932.
274	Goding, Anne M.	1959	Ninth & F Sts., NE. (2)	935	804	25,593	Occupied Dec. 20, 1959; demonstration school.
41	Grant, Ulisses S.	1882	G bet. 21st & 22d Sts., NW. (7)	80	829	29,711	Formerly Analostan School, renamed 1890.
287	Green, Mildred	1965	15th & Mississippi Ave., SE. (32)	Part of parcels 230/1, 209/90		309,892	Occupied May 24, 1965.
57	Grimke, Archibald H.	1887	Vermont Ave. bet. T & U Sts., NW. (1)	230/1, 361	806, 827	37,936	Alterations, 1965; Originally known as Phelps School. Used as high school annex and later vocational; renamed Grimke 1934.

P U B L I C S C H O O L B U I L D I N G S I N A C T I V E S E R V I C E (Continued)

Map No.	School	Erection date	Street address	Square	Lot	Sq. Ft.	Remarks
<u>ELEMENTARY SCHOOLS (Continued)</u>							
222	Hardy, Rose Lees	1933	Foxhall Road & Volta Place, NW. (7)	1363	955 et al	189,161	Six-room addition occupied March 1, 1957.
286	Harris, Caroline Wilder	1964	53d & C Sts., SE. (19)	5301-5302	1-7, 15-22, 801, 805	137,536	Occupied Sept. 14, 1964.
84	Harrison, William H.	1890	13th & V Sts., NW. (9)	235	814	31,720	Was high school annex and housed tubercular classes prior to 1916. Alterations 1965.
107	Hayes, Rutherford B.	1897	Fifth & K Sts., NE. (2)	830	66	22,889	Portables used 1921-1927.
219	Hearst, Phoebe	1932	Tilden St. bet. Idaho Ave. & 37th St., NW. (16)	1905	43/84	160,000	Recreation Dept. also uses this lot.
270	Hendley, Flora L.	1959	Sixth & Chesapeake Sts., SE. (32)	6702	809	2.61 Acres	Occupied September 9, 1960.
279	Houston, Charles H.	1962	1100 50th Place, NE. (19)	5174	809	205,700	Occupied February 5, 1962.
147	Hyde, Anthony T.	1907	O bet. 32d & 33d Sts., NW. (7)	1244	854	64,725	Lot includes site of Curtis, No. 26 and old Addison, No. 53.
69	Jackson, Andrew	1889	R bet. 30th & 31st Sts., NW. (7)	1282	840	19,991	Occupied May 4, 1925. Portables used 1931.
187	Janney, Bernard T.	1925	Wisconsin Ave. & Albemarle Sts., NW. (16)	1729	35/382	158,454	Enlarges site of Woodburn School, No.101.
223	Keene, Joseph Rubin	1934	Rock Creek Church & Riggs Roads, NE. (11)	3702	802, 806	62,730	Addition accepted June 15, 1953. Temporary building used for pupils Feb. 16, 1956 to Sept. 30, 1957; used by D.C. Society for Crippled Children 1957-1959; reopened for pupils 1959.
	Keene Demountable	1956	Rock Creek Church & Riggs Roads, NE. (11)				Occupied September 18, 1933; additions 1959, 1962.
221	Kenilworth	1933	44th bet. Nash & Ord Sts., NE. (19)	5101	801	155,215	Portables used 1928-1935.
149	Ketcham	1907	15th & U Sts., SE. (20)	5767	807	49,920	Replaced Conduit Road School on different site.
202	Key, Francis Scott	1928	Hurst Terrace & Dana Place, NW. (16)	1421	800	137,998	Preceded by Minnesota Ave. Portables 1936; addition Sept. 12, 1949.
238	Kimball, Ephraim G.	1942	Minnesota Ave. & Ely Place, SE. (19)	5441	806	64,478	Classes moved from Edmonds and Maury October 30, 1922.
178	Kingsman, Richard	1922	14th & E Sts., NE. (2)	1030	806	71,411	

PUBLIC SCHOOLS BUILDINGS IN ACTIVE SERVICE (Continued)

Map No.	School	Erection date	Street address	Square	Lot	Sq. Ft.	Remarks
ELEMENTARY SCHOOLS (Continued)							
214	Lafayette, Marquis de	1931	Northampton St. & Broad Branch Rd., NW. (15)	2012	809	258,078	Preceded by Broad Branch Road Portables, 1928.
205	Langdon	1930	20th & Franklin Sts., NE. (18)	4212	803	105,390	Enlarged site of Queens Chapel Road No. 9 and old Langdon No. 108.
132 267	Langston, John M. LaSalle, Jesse Laboratory School	1902 1957	P St. bet N. Capitol & First Sts., NW. (1) Riggs Road & Madison St., NE. (11)	615 3740	827 138/37	30,000 61,600	Also site of Slater No. 80. Laboratory School connected with D. C. Teachers College. Joins Riggs Recreation site; total sq. ft. 266,121.
67	Lenox, Walter	1889	Fifth St. bet G St. & Virginia Ave., SE. (3)	823	808	16,392	Successor to school in Anacostia Engine House. Vocational 1914-1939.
150	Lenox Annex	1908	Fourth & M Sts., SE. (3)	800	828	44,445	Addition March, 1961. Discontinued use for pupils and became Administration Annex Sept. 30, 1956; became annex to new Van Ness, Sept. 1, 1958; became Lenox Annex Mar. 1, 1961. Occupied November 13, 1962.
281	Lewis, Katie C.	1962	300 Bryant St., NW. (1)	3069	10, 40-43, 51-58, 62, 63, 807, 810, 812	41,300	
226	Logan, John A.	1935	Third & G Sts., NE. (2)	753	827	90,130	Addition occupied March 11, 1949; alterations 1965.
	Logan Demountable	1956	Third & G Sts., NE. (2)		828	11,433	Uses school and Recreation Department land.
124	Lovejoy, Elijah P.	1901	12th & D Sts., NE. (2)	985	804 39, 40, 54	45,218	14,331 sq. ft. U.S. property; in use as school site since 1866. Old Lovejoy erected 1872; razed 1901.
142 71	Ludlow, William Madison, James	1904 1889	Sixth & G Sts., NE. (2) Tenth & G Sts., NE. (2)	860 960	801 802	21,887 16,485	Housed Day Care Nursery Sept. 1949. Occupied Jan. 1890. Portables used 1922-1927.

P U B L I C S C H O O L B U I L D I N G S I N A C T I V E S E R V I C E (Continued)

Map No.	School	Erection date	Street address	Square	Lot	Sq. Ft.	Remarks
<u>ELEMENTARY SCHOOLS (Continued)</u>							
212	Mann, Horace	1931	Newark St. bet. 44th & 45th Sts., NW. (16)	1603	804	166,035	Includes part of old Tunlaw Road School site. Preceded by Wesley Heights portables 1927-1931.
55	Maurry, John W.	1886	Constitution Ave. & 12th Pl., NE. (2)	1010	800	18,792	Portables used 1921-1923 and 1927-1931.
241	Merritt, Emma F. G.	1944	Hayes St. & 49th Place, NE. (19)	5187	801 & 1	134,700	Addition March, 1961.
283	Meyer, Eugene	1963	11th & Clifton Sts., NW. (9)	2864	295-299	2.5 Acres	Housed junior high unit until it moved into Miller Junior High Dec. 1949.
171	Military Road	1912	Missouri Ave. bet. 13th & 14th Sts., NW. (11)	2792	87/536	28,985	Occupied Sept. 4, 1963.
					537		This site reduced 1/2 by street.
278	Miner, Myrtilla	1961	15th & Rosedale Sts., NE. (2)	4543-4541	845, 63, 76-78	225,922	Established as a school for Mentally Retarded Children Sept. 1954. First class Oct. 25, 1954.
					81-88, 800-802		Occupied April 10, 1961. Attached to W. B. Webb (No. 121) and name changed.
72	Monroe, James	1889	Columbia Rd. near Georgia Ave., NW. (1)	2890	837, 845	54,000	W. B. Webb erected 1900 on square 4541, lot 806, sq. ft. 25,665; used as annex to Browne Junior High 1947-1949; re-verted to elementary school
248	Montgomery, Winfield Scott	1949	F St. bet. New Jersey Ave. & Fifth St., NW. (1)	510	825	68,498	Dec. 14, 1949.
125	Morgan, Thomas P.	1901	V St. bet. Champlain & 18th Sts., NW. (9)	2558	818	51,885	Laboratory school connected with Teachers College 1932-1957.
89	Morgan Annex (formerly H. Wilson)	1891	17th bet. Euclid St. & Kalorama Rd., NW. (9)	2566	834	13,525	Occupied October 18, 1949.
44	Morse, Samuel F. B.	1883	R St. bet. New Jersey Ave. & Fifth St., NW. (1)	509	805	18,318	Formerly demonstration school. Discontinued use for pupils, Oct. 15, 1954; reopened January 2, 1957; became Morgan Annex July 1, 1961.
							Used as elementary school until Oct. 29, 1949; housed admin. offices, evening school, and Veterans classes until Jan. 31, 1954; reverted to elementary school, Feb. 1, 1954.

PUBLIC SCHOOL BUILDINGS IN ACTIVE SERVICE (Continued)

Map No.	School	Erection date	Street address	Square	Lot	Sq. Ft.	Remarks
---------	--------	---------------	----------------	--------	-----	---------	---------

ELEMENTARY SCHOOLS (Continued)

263	Moten, Lucy Ellen	1955	Elvans & Morris Roads, SE. (20)	5825	800 et al	225,922	Occupied September 12, 1955.
183	Mott, Lucretia	1909	Fourth & W Sts., NW. (1)	3069	842	84,750	Eight-room addition to 153 in 1922.
206	Murch, Ben W.	1929	36th & Ellicott Sts., NW. (8)	1980	812, 813	118,131	Remainder of square, lot 814 and 815, 53,325 sq. ft., U. S. playground and park land.
251	Nalle, John C.	1950	50th & C Sts., SE. (19)	5334	800	262,000	Occupied March 10, 1950.
127	Nichols Avenue	1901	Nichols Ave. bet. Talbert & Howard Sts., SE. (20)	5860	902	43,870	Formerly old Birney; old Birney and Birney Annex used as Douglass Junior High School Sept. 7, 1950 to Sept. 15, 1952. became Turner Annex Sept. 15, 1952 to July 1, 1956; became Garfield Annex July 1, 1957 to July 1, 1962.
213	Noyes, Crosby S.	1931	Tenth & Franklin Sts., NE. (18)	3873	132/59	119,790	Addition occupied 1940.
122	Orr, Benjamin G.	1900	22d & Prout Sts., SE. (20)	5561	816	35,502	Preceded by rented Twining City School.
190	Oyster, James F.	1926	29th & Calvert Sts., NW. (8)	2132	821	72,714	
175	Park View	1916	Warder & Newton Sts., NW. (10)	3033	830	65,220	Preceded by Park View Portables, 1912; platoon school Feb. 1919 to 1941; alterations, 1965.
242	Patterson, Walter B.	1945	South Capitol bet. Danbury & Elmira Sts., SW. (20)	5-6223	802	101,281	Replaced Patterson No. 240 on different site; additions occupied 1949 and 1956.
98	Payne, Daniel A.	1896	15th & C Sts., SE. (3)	1061	813, 814	68,260	Eight-room addition occupied 1953; six-room addition occupied 1958. Part of Payne site belongs to Recreation Department.
	Payne Demountable	1956	15th & C Sts., SE. (3)				Temporary building on same site with Payne.
31	Peabody, George	1880	Fifth & C Sts., NE. (2)	814	820 & C	30,606	Originally named L'Enfant; name changed when moved into permanent building, 1880. Occupied partly by Eastern High School, 1890.

P U B L I C S C H O O L B U I L D I N G S I N A C T I V E S E R V I C E (Continued)

Map No.	School	Erection date	Street address	Square	Lot	Sq. Ft.	Remarks
<u>ELEMENTARY SCHOOLS (Continued)</u>							
82	Perry, Leon L.	1890	M bet. First St. & New Jersey Ave., NW.(1)	557	849	24,591	Originally M St. High, 1891-1916; M St. Junior High (later called Shaw), 1919-1928; used by Cardozo High, 1928-1932; M St. Junior High (later called Terrell), 1932-1952; Perry Elementary 1952 to present. Gymnasium built 1934 largely on adjacent Simmons lot No. 864. Annex in Allison St. Portables, 1920-1927; alterations 1965.
131	Petworth	1902	Eighth & Shepherd Sts., NW. (11)	3026	806	44,175	Occupied November 30, 1959. Wilson Teachers College practice school 1937 to about 1942. Formerly Health School; housed orthopedically handicapped children 1925-1958; remodeled and opened for regular classes September 1959. Used two portables 1936-1940. School yard also includes parts of recreation land.
94	Pierce, Franklin	1894	14th & G Sts., NE. (2)	1028	804	10,000	Occupied November 30, 1959. Wilson Teachers College practice school 1937 to about 1942. Formerly Health School; housed orthopedically handicapped children 1925-1958; remodeled and opened for regular classes September 1959. Used two portables 1936-1940. School yard also includes parts of recreation land.
272	Plummer, Mary H.	1959	Texas Ave. & C St., SE. (19)	5351	878	108,066.6	
207	Powell, William B.	1929	Upshur bet. 13th & 14th Sts., NW. (11)	2822	800	101,540	
188	Powell Annex	1925	13th & Allison Sts., NW. (11)	2818	84,197	75,798	Annex in Allison St. Portables, 1920-1927; alterations 1965.
166	Randle Highlands	1912	30th & R Sts., SE. (20)	5663	803	155,216	Annex in East Capitol Dwellings, 1954; pupils from Annex transferred to Shadd May 1955. Temporary building on same site as Richardson. Discontinued use for pupils June, 1962; reopened Sept. 1964. Occupied, February 4, 1952. Also site of Recreation Department playground. Addition 1961.
186	Raymond, Charles W.	1924	Tenth St. & Spring Road, NW. (10)	2901	97/53	129,200	
245	Richardson, George H.	1948	53d & Blaine Sts., NE. (19)	5241 5236	800	206,201	
Richardson Demountable		1956	53d & Blaine Sts., NE. (19)				
257	River Terrace	1952	34th & Dix Sts., NE. (19)	5003	168/23	143,469	Also site of Recreation Department playground. Addition 1961.
235	Rudolph, Cuno H.	1940	Second & Hamilton Sts., NW. (11)	3327	800	230,263	

PUBLIC SCHOOLS BUILDINGS IN ACTIVE SERVICE (Continued)

Map No.	School	Erection date	Street address	Square	Lot	Sq. Ft.	Remarks
---------	--------	---------------	----------------	--------	-----	---------	---------

ELEMENTARY SCHOOLS (Continued)

22	Seaton, William W.	1871	I bet. Second & Third Sts., NW. (1)	562	819, et al	46,500	Site enlarged for new building; some of square not owned by D. C. Public Schools.
262	Shadd, Marion F.	1955	55th & East Capitol Sts., SE. (19)	5283	820	199,649	Occupied May 19, 1955; annex in East Capitol St. Dwellings to 1956.
	Shadd Demountable	1956	55th & East Capitol Sts., SE. (19)				Temporary building on same site as Shadd.
217	Shepherd, Alexander R.	1932	14th & Kalmia Road, NW. (12)	2740	810, 811	196,900	Lot 811 U. S. recreation land jointly used. Preceded by Kalmia Road Portables, 1928-1932.
134	Simmons, Abby S.	1896	First & Pierce Sts., NW. (1)	557	860, 864	64,516	Includes Old Douglass building No. 99; formerly called Douglass-Simmons.
256	Simon, Abram	1950	Fourth St. & Mississippi Ave., SE. (32)	5924	243/58	512,527	Area shared with Oxon Run Recreation Center. Occupied December 21, 1950.
80	Slater, John F.	1890	P bet. North Capitol & First Sts., NW. (1)	615	827	30,000	Originally elementary school; became annex to Washington Vocational July 1, 1951; reverted to elementary school Sept. 1958. Site includes Langston Elementary, No. 132.
246	Slowe, Lucy D.	1948	14th & Jackson Sts., NE. (17)	3960	805	85,801	Second floor completed and occupied April 17, 1951.
182	Smothers, Henry	1923	44th & Brooks Sts., NE. (19)	5135, all	55	71,811	Replaced old Smothers on another site.
255	Stanton, Edwin L.	1950	Naylor Road & Alabama Ave., SE. (20)	5733	214/166	123,397	Replaced old Stanton No. 138.
	Stanton Annex	1944	Naylor Road & Alabama Ave., SE. (20)	5732	214/164	116,427	Used for storage, June 1950-1952; reopened for pupils Sept. 15, 1952.
97	Stevens, Thaddeus	1868	21st & K Sts., NW. (6)	73	844	20,617	Site thru to L St. for playground.
218	Stoddert, Benjamin	1932	39th & Calvert Sts., NW. (7)	1808, all	801	283,818	Part of land used by Recreation Dept.
19	Sumner, Charles	1871	17th & M Sts., NW. (6)	182	804	13,181	Site adjoins Magruder.
126	Syphax, William	1901	Half St. bet. N & O Sts., SW. (24)	653	822, et al	88,629	Annex in Rehoboth Chapel 1907-1919.
118	Takoma	1899	Piney Branch Rd. & Dahlia St., NW. (12)	3173	811	103,841	Portables used 1924-1931.
88	Taylor, Zachary	1891	Seventh near G St., NE. (2)	891	806	12,650	

P U B L I C S C H O O L B U I L D I N G S I N A C T I V E S E R V I C E (Continued)

Map No.	School	Erection date	Street address	Square	Lot	Sq. Ft.	Remarks
<u>ELEMENTARY SCHOOLS (Continued)</u>							
243	Thomas, Neval H.	1946	Anacostia Ave. & Grant St., NE. (19)	170/26, et al		224, 541	Includes U. S. park land transferred to D. C. jurisdiction. Housed classes from Miller Junior High, 1946-1949. Six-room addition 1924. Laboratory school connected with D. C. Teachers College Feb. 1942 to present. Housed Day Care Nursery 1950-1951. Joined to Brightwood Park, No. 151 and named Truesdell 1956; addition re-placed No. 151, 1938.
156 192	Thomson, Strong John Truesdell, George Laboratory School	1910 1926	12th & L Sts., NW. (5) Eighth & Ingraham Sts., NW. (11)	284 3000	816 816	27,435 50,749	Housed elementary and junior high pupils 1946-1950. Occupied September 12, 1949. Replacement for old Van Ness; occupied September 24, 1956.
244	Turner, Anita J.	1946	Stanton Road & Alabama Ave., SE. (20)	5883	834	118,208	
254 266	Tyler, John Van Ness, John P.	1949 1956	Tenth & G Sts., SE. (3) Fifth bet. L & M Sts., SE. (3)	974	824, et al	60,791 52,200	
252	Walker, James E.- Jones, Alfred	1950	First & L Sts., NW. (1)	559	852	68,386	Replaced former Walker (originally Banneker) and Jones schools on other sites. Occupied September, 1962.
280	Watkins, Catherine R.	1962	12th & K Sts., SE. (3)	1018	55-61, 74, 75, 120, 500 80-88, 90-105, 109, 809-817, 826, 827 Parcel 141/47		
271 163	Webb, Ruth Kincer West, Joseph R.	1960 1912	Mt. Olivet Road & Holbrook St., NE. (2) Farragut bet. 13th & 14th Sts., NW. (11)	4082 2806	144, 770 50, 813		Occupied February 1, 1960 Several rooms used for administrative offices 1949-1956. Used two portables 1912; four 1921-1922; two 1922-1923. Used one portable 1928-1929; two 1930-1931. Addition 1961.
136	Wheatley, Samuel G.	1903	Montello Ave. & Neal St., NE. (2)	4066	812	76,500	
194	Whittier, John Greenleaf	1926	Fifth & Sheridan Sts., NW. (11)	3268	811	79,751	

P U B L I C S C H O O L B U I L D I N G S I N A C T I V E S E R V I C E (Continued)

Map No.	School	Erection date	Street address	Square	Lot	Sq. Ft.	Remarks
<u>ELEMENTARY SCHOOLS (Continued)</u>							
277	Wilson, J. Ormond	1961	6th & K Sts., NE. (2)	856	809	148,500	Occupied May 16, 1961
199	Woodridge	1927	Carlton & Central Aves., NE. (18)	4,339	812	114,694	Preceded by Woodridge Portables
215	Young, Charles E.	1931	24th St. & Benning Road, NE. (2)	4479	160/31	1,850,429	1925-1927; addition 1962.
	Young Demountable	1956	24th St. & Benning Road, NE. (2)				Same site with Spingarn, No. 258; Phelps No. 224; and Browne, No. 216.
							Temporary building on same site with Young.

P U B L I C S C H O O L B U I L D I N G S O U T - O F - S E R V I C E

DISCONTINUED USE FOR PUPILS AND RAZED PUBLIC SCHOOL BUILDINGS, AND PROPERTY SOLD BY D. C. COMMISSIONERS

Map No.	School	Erection date	Last used for pupils	Razed	Street address	Square	Lot	Sq. Ft.	Remarks
27	Abbot George J.	1876	1931	1940	Sixth St. & New York Ave., NW.	S-482	a11	6,448	Used by No. 2 Precinct.
53	Addison, Henry	1885	1944		P bet. 32d & 33d Sts., NW.	1244	851	12,450	Used as a clinic by Dept. of Public Health.
79	Ambush, Enoch	1889	1956	1960	I bet. Sixth & Seventh Sts., SW.	471	800	11,000	Closed Jan. 31, 1956 due to south-west redevelopment project.
42	Amidon, Margaret M. (Old)	1882	1957	1960	Sixth & F Sts., SW.	495	805	9,153	Closed June 30, 1957; returned to Commissioners; land needed for construction of Southwest Freeway.
3	Anacostia Road	1864	1903		Minnesota Ave. bet. E. Capitol & B Sts., SE.	5410	204/38	26,169	Sold by Commissioners.
70	Arthur, Chester A.	1889	1929	1931	Arthur Place bet. B St. & Indiana Ave., NW.	633	805		Sold by Commissioners.
13	Bates Road	1866			Allison St. bet. Bates Road & Rock Creek Church Road, NW.	3675	123/47	27,673	8,553 Sq. ft. sold by Commissioners; remainder turned into streets.
78	Bell, George (Old)	1889	1930	1930	I bet. B & C Sts., SW.	578	806		Sold by Commissioners.
179	Bell, George	1923	1959		Second bet. D St. & Virginia Ave., SE.	582	842	37,920	Discontinued use for pupils and became Warehouse No. 3 Nov. 1, 1959; became Administration Annex No. 2 July 1, 1960. Released to Commissioners 1962.
43	Bell, Alexander Graham Vocational High (Old)	1883	1951	1952	O bet. Sixth & Seventh Sts., NW.	446	802	102,000	Formerly Central High School; Columbia Junior High; Abbot and Bell Vocational. Also housed Americanization School from 1919 to 1924.
66	Berrett, James G.	1889	1930		14th & Q Sts., NW.	209	30	5,000	Discontinued use for pupils 1930; became Administration Annex No. 2 Sept. 1930; closed as Administration Annex and officers moved to Twining Jan. 30, 1959; used as headquarters for Preventable Disease Clinic March 13, 1959.

P U B L I C S C H O O L B U I L D I N G S O U T - O F - S E R V I C E (Continued)

DISCONTINUED USE FOR PUPILS AND RAZED PUBLIC SCHOOL BUILDINGS, AND PROPERTY SOLD BY D. C. COMMISSIONERS (Continued)

Map No.	School	Erection date	Last used for pupils	Razed	Street address	Square	Lot	Sq. Ft.	Remarks
74	Birney, James G. (Annex) (Old)	1889	1913	1914	Nichols Ave., bet. Howard & Talbert Sts., SE.				Part of site used for Birney No. 127.
61	Blake, James H.	1887	1952		North Capitol bet. K & L Sts., NW.	621	807	15,361	Became annex to Terrell, 1942; formerly Blake Elementary School; discontinued as annex to Terrell Sept. 1952 and returned to Commissioners.
123	Bowen, Sayles J.	1901	1960	1960	Third & K Sts., SW.	542	805	28,128	With Smallwood as Vocational School 1918-1924; became annex to Randall Junior High Dec. 1, 1947; reverted to elementary school Feb. 7, 1949; closed June 30, 1960 because of Southwest Redevelopment.
60	Bradley, William A.	1887	1933		13½ bet. C & D Sts., SW.	266	820		Sold by Commissioners.
12	Brentwood Road	1870	1907-08		20th & Jackson Sts., NE.	4206	156/39	1,800	Sold by Commissioners; street cut through; land used by adjoining property.
75	Briggs, Martha B.	1889	1941		22 & E Sts., NW.	83	806	17,176	Sold by Commissioners; used by Federal Communications Commission.
140	Briggs, Martha B.- Montgomery, Henry F.	1903	1959	1961	27th & K Sts., NW.	1	845	81,550	Formerly Henry F. Montgomery; name changed 1941. North wing became Admin. Annex #3 Sept. 1, 1958 and housed Buildings Operation Section of Buildings and Grounds; discontinued use for pupils Aug. 31, 1959 and whole building became Admin. Annex #3 housing also Dept., Pupil Appraisal, Study and Attendance, Dept of English and Credit Union. Offices moved and building razed to make room for highway 1961.

PUBLIC SCHOOL BUILDINGS OUT-OF-SERVICE (Continued)

DISCONTINUED USE FOR PUPILS AND RAZED PUBLIC SCHOOL BUILDINGS, AND PROPERTY SOLD BY D. C. COMMISSIONERS (Continued)

Map No.	School	Erection date	Last used for pupils	Razed	Street address	Square	Lot	Sq. Ft.	Remarks
104	Brightwood (Old)	1888	1938	1950	Georgia Ave. & Peabody St., NW.	2939	812	18,141	Used as storehouse and repair shop; used for WPA project.
113	Brown, Elizabeth V.	1898	1942		Connecticut Ave. & McKinley St., NW.	1866	823	73,390	Formerly Chevy Chase School; used by U. S. Engineers Office and C. C. O. P. A.; now public library.
161 47	Bunker Hill (Old) Bunker Hill Road	1911 1883	1939 1910-11	1940 1924	Michigan Ave. bet. 13th & 14th Sts., NE. Michigan Ave. bet. 13th & 14th Sts., NE	3995 3995	147/81 147/81		Bunker Hill No. 233 on site now. Bunker Hill No. 161 and No. 233 erected on site.
91 144	Burrville (Old) Cardozo, Francis L. High School (Old)	1888 1905	1912 1950	1915 1960	Division Ave. & Hayes St., NE. Ninth St. & Rhode Island Ave., NW.	5208 N-396	803 800	36,255	Burrville No. 170 erected on site Formerly Business High School; used by D. C. Board of Public Welfare.
185	Chain Bridge	1923	1941		Chain Bridge Rd. bet. Conduit Rd. & Little Falls Rd., NW.	1409	12/15	21,780	Used by National Capitol Parks as a warehouse. Sold by Commissioners.
6	Chain Bridge Road	1865	1923	1923	Chain Bridge Rd. bet. Conduit Rd. & Little Falls Rd., NW.	1409	12/15		Chain Bridge School No. 185 erected on site.
10	Chamberlain, Eliza	1866	1892-93	1902-03	26th & East Sts., NW.	1264	87	5,640	Used for storage of playground equipment.
25	Conduit Road	1874	1928		Conduit Rd. & Ashby Place, NW.	1400	834		Used by Public Library; U. S. property; vacant 1965; citizens trying to preserve building.
30 68 137 26	Cook, John F. (Old) Corcoran, Thomas Cranch, William Curtis, William Wallace	1868 1889 1872 1875	1926 1951 1949 1946	1936	O bet. Fourth & Fifth Sts., NW. 28th bet. M & Olive Sts., NW. 12th & G Sts., SE. O bet. 32d & 33d Sts., NW.	511 1214 955 1244	2-6, 820 816 833 854	33,066 15,178	Bundy No. 228, erected on site. Returned to Commissioners. Returned to Commissioners. Hebrew Academy of Washington, D.C. from Sept. 1946 to June 1951. National Youth Admin. 1938; War Production Board, 1943; reopened 1945 for school offices and classes for Veterans High School. Officers and Veterans moved to Morse Jan. 15, 1951. Used by Civil Air Patrol; new warehouse D.C. Recreation Dept.
52	Dennison, William	1884	1951	1955	1327 S St., NW.	238	812 et al	62,262	

P U B L I C S C H O O L B U I L D I N G S O U T - O F - S E R V I C E (Continued)

DISCONTINUED USE FOR PUPILS AND RAZED PUBLIC SCHOOL BUILDINGS, AND PROPERTY SOLD BY D. C. COMMISSIONERS (Continued)

Map No.	School	Erection date	Last used for pupils	Razed	Street address	Square	Lot	Sq. Ft.	Remarks
159	Fairbrother, Isaac	1911	1959	1960	Tenth & E Sts., SE.	388	828	19,500	Formerly Potomac School, renamed 1912; replaced old Potomac No. 17. Closed June 30, 1959 - Southwest redevelopment.
32	Force, Peter	1879	1939	1962	Massachusetts Ave. bet. 17th & 18th Sts., NW.	158	823		U. S. property. Sold 1962.
11	Fort Slocum	1867	1922						
--	French, B. B. (Old)	1840		1904	Blair Rd. & North Dakota Ave., NW.	3381	114/34	9,517	Sold by Commissioners.
141	French, B. B.	1904	1942		Seventh & G Sts., SE.	877	800	3,163	New French No. 141 erected on site.
36	Gales, Joseph	1881	1944		Seventh & G Sts., SE.	877	800	3,163	Occupied by U.S. M.C.
					Massachusetts Ave. & G St., NW.	625	806	12,764	Used by Rent Control Board and Health Department.
106	Garfield, James A. (Old)	1887		1909	Alabama Ave. & 25th St., SE.	5725	215/32		Originally named Hamilton Road School.
34	Garnet, Henry H. (Old)	1880		1927-28	Tenth bet. U & V Sts., NW.	359	800		Garfield No. 158 erected on part of site.
76	Garrison, William (Old)	1889	1964	1964	12th & R Sts., NW.	276	822	28,800	Garnet-Patterson No. 220 erected on part of site.
73	Good Hope	1889	1924	1939	Bowen & Naylor Road, SE.	5641	214/96	15,812	Replaced by new Garrison No. 285.
35	Grant Road	1864	1923	1930	36th bet. Davenport & Ellicott Sts., NW.	1980	813-814		Sold by Commissioners.
105	Greenleaf, James	1896	1960	1960	Fourth bet. M & N Sts., SW.	502	842	15,000	Murch No. 206 erected on site.
37	Hamilton, Alexander	1881	1925	1948	Bladensburg Rd. bet. Q & R Sts., NE.	4411	152/20	34,605	Closed Feb. 29, 1960 because of Southwest redevelopment.
33	Henry, Joseph P.	1880	1941	1941	7th & P Sts., NW.	446	802		Cabinet shop from Nov. 1, 1935 to Jan. 1, 1948; returned to D. C. Commissioners, Jan. 1, 1948.
1	High Street	1853	1901	1911	Wisconsin Ave. & 33d St., NW.	1279	811		Also site of Polk, No. 86 and Bell Vocational, No. 43. Used for Kennedy playground.
									Wisconsin Training School, No. 164 erected on site.

P U B L I C S C H O O L B U I L D I N G S O U T - O F - S E R V I C E (Continued)

DISCONTINUED USE FOR PUPILS AND RAZED PUBLIC SCHOOL BUILDINGS, AND PROPERTY SOLD BY D. C. COMMISSIONERS (Continued)

Map No.	School	Erection date	Last used for pupils	Razed	Street address	Square	Lot	Sq. Ft.	Remarks
20 115	Hillsdale Hilton, Charles E.	1871 1898	1913 1947		Nichols Ave. & Sheridan Rd., SE. Sixth bet. Constitution Ave. & C St., NE.	5868 838	1020 809	27,340 9,602	Sold by Commissioners. Discontinued use for pupils, Dec. 1, 1947; used for Warehouse No. 2; contents moved into Benning, No. 48 Jan. 1953; returned to Commissioners.
119 100	Hubbard, Gardiner G. Ivy City	1900 1896	1942 1911	1964 1919	Kenyon bet. 11th & 12th Sts., NW. Central & Capitol Aves., NE.	2847 4047	862 807	17,905 7,200	Used by Playground Dept. for shop. Replaced by Crummell on nearby site. Returned to Commissioners.
23	Jefferson, Thomas (Old)	1872	1940	1960	524 Virginia Ave., SW.	494	824	63,288	Used for Storehouse 1940 to 1958; contents moved to rented building at 6th & D Sts., SW. Razed because of Southwest redevelopment.
95	Johnson, Andrew	1895	1965	1965	Hiatt Place & Lamont St., NW.	2673	874	65,100	Elementary school; became annex to Powell Junior High; used as part of Bell Vocational High; also used by Recreation Dept. and for night school classes. Last Evening School class February 1965. Razed to make space for new Abraham Lincoln Junior High. Originally named Mt. Pleasant School.
21	Johnson, Andrew (Old)	1871	1916	1917	Hiatt Place & Lamont St., NW.	2673	864		Johnson, No. 95 built on site.
77	Jones, Alfred	1889	1950		First & L Sts., NW.	621	13	10,500	Returned to Commissioners Sept. 6, 1950.
128	Kenilworth (Old)	1901	1931	1931	Kenilworth Ave. bet. Ord & Polk Sts., NE.	5117	802		Kenilworth No. 221 built on part of site; remainder used for playground.
108	Langdon (Old)	1897	1930	1930	20th & Franklin Sts., NE.	4212	803		Langdon No. 205 erected on site.
18	Lincoln, Abraham	1871	1947		Second & C Sts., SE.	762	805	11,600	Returned to Commissioners.
90	Logan, John A. (Old)	1891	1949		Third & G Sts., NE.	778	802	9,125	Returned to Commissioners and sold.
	(Annex)								Labor Medical Center.
124	Lovejoy, Elijah P. (Old)	1872		1901	12th & D Sts., NE.	985	39-40-54	40,737	Lot used for new Lovejoy No. 124.
16	McCormick, Hugh	1870		1916	Third bet. M & N Sts., SE.	801	13-14		Sold by Commissioners; now Navy Yard.

P U B L I C S C H O O L B U I L D I N G S O U T - O F - S E R V I C E (Continued)

DISCONTINUED USE FOR PUPILS AND RAZED PUBLIC SCHOOL BUILDINGS, AND PROPERTY SOLD BY D. C. COMMISSIONERS (Continued)

Map No.	School	Erection date	Last used for pupils	Razed	Street address	Square	Lot	Sq. Ft.	Remarks
5	Military Road (Old)	1864	1908-09		Military Rd. near Brightwood, NW.	2262	800	11,761	Now a park.
8	Military Road (Oregon Ave.)	1865		1912	Military Rd. near Oregon Ave., NW.	87/537		128,985	Military Road, No. 171 erected on part of this site.
7	Military Road Annex	1865	1942	1912	14th St. & Ford Drive, NW.	2727	88/275	11,395	Sold by Commissioners.
	Minnesota Avenue	1936		1942	Minnesota Ave. & E St., SE.				In use from May 1936 until the opening of Kimball, Sept. 21, 1942.
40	Mott, Lucretia (Old)	1871	1912	1915	Sixth & Trumbull Sts., NW.	3064	826		Sold by Commissioners.
93	Patterson, James W. (Old)	1893		1927	Vermont Ave. near U St., NW.	359	800		Garnet-Patterson, No. 200 erected on part of this site.
240	Patterson, Walter B. (Old)	1943	1945	1945	Nichols Ave. & Chesapeake St., NW.		252/49	91,768	Airplanes disturbed classes.
							252/65		
							252/66		
86	Polk, James K.	1891	1941	1957	Seventh & P Sts., NW.	446	802		Used as Health Dept. Clinic to 1957.
17	Potomac	1870	1911-12		12th bet. Maryland Ave. & E St., SW.	327	802		Sold by Commissioners.
9	Queens Chapel Road	1865	1904	1909	20th & Franklin Sts., NE.	4212	803		Langdon No. 108 erected on part of site; old building sold and moved.
28	Randall, Eliza G. (Old)	1876	1931	1933	First & I Sts., SW.	E-590	all		Formerly Cardoso Elementary School; S. W. Health Center.
139	Reno, Jesse Lee	1903	1950		Howard & Fessenden Sts., NW.	1882	809	47,480	Temporarily used for Civilian Defense.
110	Reservoir	1897	1937		Clark & Ellicott Place, NW.	1359	869	33,268	Used by War Department.
146	Ross, John W. (Old)	1906	1932	1933	Harvard bet. 11th & 13th Sts., NW.	2856	812	28,220	Now part of site of D. C. Teachers College, Wilson building.
109	Rossell, William T.	1867	1941		Ninth & E Sts., SW.	412	805	12,598	Formerly Anthony Bowen School; used by U.S. M.C. July 1, 1946; Columbia
64	Smallwood, Samuel N.	1888	1949	1960	I bet. Third & Fourth Sts., SW.	541	804	14,190	Lighthouse for the Blind, 1953.
24	Smothers, Henry (Annex)	1864	1923	1926	Benning Road & 42d St., NE.	5087	175/64		Returned to Commissioners.
56	Smothers, Henry (Old)	1886	1923	1926	Benning Road & 42d St., NE.	5087	175/64		Benning Road Annex. U. S. property.
102	Tenley	1882	1932		Wisconsin Ave. & Yuma St., NW.	1729	35/260		Smothers No. 182 erected on this site.
									Sold by Commissioners. Site of St. Ann's Catholic School.

P U B L I C S C H O O L B U I L D I N G S O U T - O F - S E R V I C E (Continued)

DISCONTINUED USE FOR PUPILS AND RAZED PUBLIC SCHOOL BUILDINGS, AND PROPERTY SOLD BY D. C. COMMISSIONERS (Continued)

Map No	School	Erection date	Last used for pupils	Razed	Street address	Square	Lot	Sq. Ft.	Remarks
138	Stanton, Edwin L. (Old)	1903	1950	1950	Naylor Rd. & Alabama Ave., SE.	5733	214/15	123,394	Site used for playground for new Stanton School.
29	Thomson, Strong John (Old)	1876		1910	12th bet. K & L Sts., NW.	284	816	27,435	Thomson No. 156 erected on site.
14	Threlkeld, John	1868	1928		36th St. & Prospect Ave., NW.	1222	804	5,068	Sold by Commissioners.
114	Toner, John Merith	1898	1940		24th & F Sts., NW.	44	809	14,058	Washington Society for the Blind.
2	Tunlaw Road	1864	1874	1874	Tunlaw Rd. bet. Maccomb & Newark Sts., NW.	1606	802	10,019	Burned down; part of site used for Mann School No. 212.
83	Tyler, John (Old)	1890	1949	1950	11th bet. G & I Sts., SE.	974	824	43,368	Site converted into playground for new Tyler No. 254.
38	Van Buren, Martin (Annex)	1881	1935	1950	V bet. 13th & 14th Sts., SE.	5781	843		Used for storage, 1935 to 1950; designated for playground use until needed for school purposes.
87	Van Buren, Martin	1891	1943	1950	W bet. 13th & 14th Sts., SE.	5781	844	60,970	Used for storage, 1943 to 1950; designated for playground use.
39	Van Ness Annex	1943	1955	1955	Fourth & M Sts., SE.				Temporary building; condemned Nov. 1955.
	Walker, James E. (Old)	1882	1950		Third & K Sts., NW.	526	828	16,754	Returned to Commissioners Sept. 6, 1950; became Ninth D. C. Metropolitan Police Boys' Club; formerly Banneker Elementary School.
4	Wallach, Richard	1864	1949	1950	D bet. Seventh & Eighth Sts., SE.	901	411	107,829	Site to be used for Hine Junior High School.
54	Weightman, Roger C.	1886	1942		23d & M Sts., NW.	50	804	16,260	Used by D. C. Selective Service; Department of Public Health.
	Wesley Heights Portables	1927	1931	1931	Tunlaw Road bet. Maccomb & Newark Sts., NW.	1606	802		Site of Mann Elementary School No. 212.

PUBLIC SCHOOL BUILDINGS OUT-OF-SERVICE (Continued)

DISCONTINUED USE FOR PUPILS AND RAZED PUBLIC SCHOOL BUILDINGS, AND PROPERTY SOLD BY D. C. COMMISSIONERS (Continued)

Map No.	School	Erection date		Last used for pupils		Razed	Street address	Square Lot Sq. Ft.			Remarks
164	Wisconsin Avenue	1912		1933			Wisconsin Ave. & 33d St., NW.	1279	811	7,309	Used for offices of Penny Milk and School Lunch Program to Aug. 10, 1950; also used as storehouse for food given to schools by the Department of Agriculture. Originally elementary school and Wisconsin Training School.
101	Woodburn	1896				1933	Riggs & Blair Roads, NW.	3702	801	et al	Keene Elementary School No. 223 erected on site.

REASONS FOR PUPIL DISCHARGES IN THE REGULAR DAY SCHOOLS, JUNIOR HIGH
SENIOR HIGH AND VOCATIONAL HIGH, FOR THE FIRST SEMESTER
1965-66

Wish Disposal
(C-4)
Wacht of Inten

Reasons (1)	Junior High (2)	Senior High (3)	Vocational High (4)
1. To schools other than D.C. public schools.....	539	237	9
2. Involuntary withdrawals:			
Commitment to institutions.....	83	10	3
Deceased.....	5	4	--
Declared non-educable by Board of Education..	--	1	--
Expulsion by principal, or over compulsory school age.....	4	1	--
Serious illness or pregnancy.....	109	175	54
Total involuntary withdrawals.....	201	191	57
3. Voluntary withdrawals:			
To accept employment:			
Under 16.....	--	--	--
Over 16.....	127	376	153
Entered military service.....	2	25	7
Reasons other than to accept employment:			
Economic reasons.....	22	66	56
Lack of interest.....	307	506	59
Marriage.....	6	20	2
Miscellaneous.....	38 ^{a/}	145 ^{b/}	68 ^{c/}
Total voluntary withdrawals.....	502	1,138	345
Total withdrawals.....	1,242	1,566	411

a/ Family problems 3; Evening Schools 6; Unlocated or unknown 6; Non-payment of tuition 7; Disciplinary action 2; Stay Program 2; Job Corps.1; Vocational Rehabilitation 2; Left City 3; Poor attendance 6.

b/ Poor attendance 105; Family problems 3; Evening Schools 9; Unlocated or unknown 5; Left city 6; Non-payment of tuition 4; Disciplinary action 9; Job Corps 2; Stay Program 2.

c/ Poor attendance 19; Family problems 13; unlocated or unknown 14; Subjects too difficult 13; Evening school 5; Disciplinary action 2; Stay Program 1; Non-payment of tuition 1.

Note: For a detailed break-down of discharges by all levels, see table dated March 29, 1966.

Prepared by

Department of General Research, Budget, and Legislation

Office of the Statistical Analyst

March 30, 1966

1,242
Minus to schools other than D.C. 539
703



Public Schools of the District of Columbia

TABLE SHOWING THE CURRICULUMS (TRACKS) OFFERED IN THE VARIOUS JUNIOR HIGH SCHOOLS
FOR THE YEARS INDICATED

Key: Y - Yes N - None

School	1961-62			1962-63			1963-64			1964-65			1965-66		
	Basic	Regular	Honors	Basic	Regular	Honors	Basic	Regular	Honors	Basic	Regular	Honors	Special Academic	Regular	Honors
Baokus 1.223C-33W	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Banneker 1.253C-44W	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Browne 1.207-1W	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Deal 1.14C-1184W	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Douglass 1.024C-44W	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Eliot 1.129C-5W	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Evans 721C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Francis 6.75C-51W	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Garnet-Patterson 734C-4W	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Gordon 447C-606W	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hart 1.037C-408W	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hine 8.91C-34W	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Jefferson 4.96C-168W	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Kramer 7.90C-352W	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Langley 1.019C-6W	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Macfarland 6.239C-8W	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Miller 1.088C-1W	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Paul 1.019C-136W	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

(Continued on next page)



10-1-72

TABLE SHOWING THE CURRICULUMS (TRACKS) OFFERED IN THE VARIOUS JUNIOR HIGH SCHOOLS
FOR THE YEARS INDICATED (Continued)

School	1961-62			1962-63			1963-64			1964-65			1965-66		
	Basic	Regular	Honors	Basic	Regular	Honors	Basic	Regular	Honors	Basic	Regular	Honors	Special Academic	Regular	Honors
Randall	Y	Y	N	Y	Y	N	Y	Y	N	Y	Y	N	Y	Y	N
Shaw	Y	Y	N	Y	Y	N	Y	Y	N	Y	Y	N	Y	Y	N
Sousa	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Stuart	Y	Y	N	Y	Y	N	Y	Y	N	Y	Y	N	Y	Y	N
Taft	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Terrell	Y	Y	N	Y	Y	N	Y	Y	N	Y	Y	N	Y	Y	N
Woodson	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N

a/ Occupied January 30, 1963.

b/ Occupied September 25, 1963.

Total Colored In High Pop. 26,104 / 10,816 = 41.4%
Total White " " 3076 / 172 = 5.6%

Prepared by
Department of General Research, Budget, and Legislation
Office of the Statistical Analyst
June 30, 1966

For your information.

Hope to have facts & figures soon!
Rose



D. C. TASK FORCE ON MENTAL RETARDATION
Working Party on Education

March 1, 1966

TO ALL TEACHERS IN SPECIAL EDUCATION:

(Special Academic, S.M.R., Social Adjustment, Visually Handicapped, Hearing Conservation, V.I.C., and Sharpe Health School Classes.)

Funds are presently available for college courses for teachers in Special Education who do not meet requirements for certification as Permanent Teachers. In order that our membership might profit by provisions of the Higher Education Act, it will be necessary for us to justify our request for use of these funds.

We need your help in defining our needs and in stating our request; and we would like to manage this on individual preferences.

Please complete this questionnaire and return IMMEDIATELY to MRS. ROSETTA B. MITCHELL at SHARPE HEALTH SCHOOL, 4300 - 13th St., N.W., WASHINGTON, D.C., 20010.

We thank you, and we hope that you will get the free tuition for the courses you want or need.

Very sincerely,

↙ This survey approved by
Dr. Dorothy Johnson
Mr. John Koontz
Mr. Norman Nickens

(Mrs.) Rose L. Paper, Pres.
Council for Exceptional Chn.
Chapter #49

1. How long have you been teaching in the field of Special Education in D.C.? _____
2. Is your present job status Temporary _____ Probationary _____
Permanent _____?
3. Do you have B.A. Degree _____, M.A. Degree _____, Neither _____?
4. What courses have you had in Special Education? Of these, which have you taken in the last five (5) years?
5. Would you be willing to continue your education if in-service, tuition-free courses were provided for you? _____

YOUR NAME: _____ YOUR SCHOOL: _____

THE UNIVERSITY OF CHICAGO

DEPARTMENT OF THE HISTORY

OF THE UNITED STATES

OF THE HISTORY

OF THE UNITED STATES

OF THE UNITED STATES

OF THE UNITED STATES

OF THE UNITED STATES

OF THE UNITED STATES

OF THE UNITED STATES

OF THE UNITED STATES

OF THE UNITED STATES

OF THE UNITED STATES

OF THE UNITED STATES

OF THE UNITED STATES

OF THE UNITED STATES

OF THE UNITED STATES

Government of the District of Columbia

OFFICE OF THE CORPORATION COUNSEL

DISTRICT BUILDING

WASHINGTON, D. C. 20004



IN REPLY REFER TO:

October 4, 1966

CP:MJM:dlg

Jerry D. Anker, Esq.
1001 Connecticut Avenue, N.W.
Washington, D.C.

In re: Hobson, et al., v. Hansen, et al.
Civil Action No. 82-66

Dear Mr. Anker:

There is enclosed a clean copy of certain exhibits that are already in evidence in the lawsuit of Hobson v. Hansen. It is the understanding of the defendants that the enclosed clean copies will be substituted for copies now in evidence that had been defaced by the plaintiffs prior to there being offered in evidence.

The enclosed exhibits are numbered A-11; B-1, 2, 3 and 16; C-4 and 14; E-1; F-1, 2, 3, 4 and 6; G-1; H-1 and 5; J-5 through 26; K-5 and 6; L-1, 2, 4, 5, 6, 9, 10 and 11; M-1 and 5; O-1; P-4; and T-2. These exhibits represent, with one exception, the exhibits that you indicated had to be replaced with clean copies. That exception is plaintiff's Exhibit C-8 which was not supplied to you by the Office of Corporation Counsel for the defendants. I am unable to supply a clean copy of that exhibit.

Sincerely yours,

A handwritten signature in blue ink, reading "Matthew J. Mullaney".

MATTHEW J. MULLANEY
Assistant Corporation Counsel, D. C.

Enclosures

THE UNIVERSITY OF CHICAGO
LIBRARY

THE UNIVERSITY OF CHICAGO
LIBRARY

THE UNIVERSITY OF CHICAGO
LIBRARY

THE UNIVERSITY OF CHICAGO
LIBRARY

THE UNIVERSITY OF CHICAGO
LIBRARY

THE UNIVERSITY OF CHICAGO
LIBRARY

THE UNIVERSITY OF CHICAGO
LIBRARY

F-1

WHITE SCHOOLS

Total No. Elementary Schools

130

NO. OF

ABOVE MEDIAN

BELOW

ABOVE MEDIAN 18
BELOW 14

ABOVE MEDIAN 52
BELOW 78

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
Franklin Administration Building
Washington 5, D. C.

RANK OF PER CAPITA COSTS IN 1963-64 IN THE ELEMENTARY SCHOOLS

Rank	School	Per Capita Cost	Rank	School	Per Capita Cost
1	Grant	649.31	41	C Smothers	326.43
✓ 2	W Jackson	626.75	42	C Shepherd	325.10
✓ 3	W Fillmore	485.65	43	C Woodridge	324.80
4	C Bundy	476.28	44	C Payne	323.19
5	W Key	470.85	45	C Slater	322.50
✓ 6	W Eaton	458.67	46	C Brent	321.58
7	W Stoddert	453.92	47	C Morgan Annex	321.29
8	W Mann	445.08	48	C Taylor	320.98
9	C Carver	429.36	49	C Crummell	316.30
✓ 10	W Hyde	424.64	50	C Ludlow	316.01
11	Mott	418.27	51	C Bowen	315.61
✓ 12	W Hardy	404.27	52	C Cleveland	314.26
✓ 13	C Truesdell	393.34	53	W Lafayette	314.07
14	C Adams	392.55	54	C Raymond	310.99
15	C Sumner	387.52	55	C Bruce	308.29
16	Perry	383.11	56	C Bryan	307.43
✓ 17	W Hearst	380.18	57	C Harrison	306.35
18	C Burrville	372.79	58	C Park View	304.82
19	W Oyster	369.46	59	C Thomas	304.15
20	C Monroe	363.92	60	C Richardson	301.22
21	C Buchanan	359.94	61	C Morgan	298.65
✓ 22	W Janney	359.01	62	C Kenilworth	298.61
23	C Morse	353.86	63	W Orr	297.20
24	C Brookland	353.76	64	C Blow	296.28
25	C River Terrace	351.68	65	C Peabody	295.47
26	C Slowe	348.79		Median	295.28
27	C Thomson	344.22	66	C Petworth	295.09
28	C Merritt	342.14	67	C Young	294.41
29	C Stevens	341.18	68	C Rudolph	294.01
30	C Shadd	339.32	69	C Wilson	293.69
31	W Murch	337.97	70	C Benning	293.13
32	C Seaton	337.14	71	C Walker-Jones	292.61
33	C Blair	336.24	72	C West	292.40
34	C Giddings	334.72	73	C Kimball	291.73
35	C LaSalle	333.71	74	C Edmonds	290.77
36	C Randle Highlands	329.41	75	C Lovejoy	289.79
37	C Hayes	327.72	76	C Noyes	289.49
38	C Lenox	327.33	77	C Cooke, H. D.	288.91
39	C Stanton	327.25	78	C Brightwood	287.98
40	C Takoma	326.73	79	C Drew	287.97



<u>Rank</u>	<u>School</u>	<u>Per Capita Cost</u>
80	Congress Heights.	287.70
81	C Wheatley	287.60
82	C Grimke	285.59
83	C Webb	284.24
84	C Cook, J. F.	283.85
85	C Garrison	283.44
86	C Ketcham	283.21
87	W Patterson	282.28
88	C Montgomery	281.20
89	C Keene	280.45
90	C Goding	280.02
91	C Gage	279.67
92	C Moten	279.06
93	C Burroughs	278.29
94	C Emery	277.96
95	C Amidon	277.10
96	C Kingsman	276.71
97	C Simmons	276.56
98	C Garfield	276.50
99	C Powell	276.36
100	C Tyler	275.40
101	C Syphax	274.62
102	C Logan	274.43
103	C Draper	273.10
104	C Barnard	272.48
105	C Birney	270.69

128
132
130

<u>Rank</u>	<u>School</u>	<u>Per Capita Cost</u>
106	C Langdon	270.52
107	C Aiton	270.06
108	C Nichols Avenue	267.86
109	C Eckington	267.18
110	C Miner	262.89
111	C Plummer	261.09
112	C Turner	260.64
113	C Beers	260.03
114	C Houston	259.95
115	C Langston	259.40
116	C Nalle	258.34
117	C Maury	253.97
118	C Whittier	253.82
119	C Davis	253.59
120	C Simon	251.47
121	C Van Ness	249.51
122	C Madison	248.31
123	C Bunker Hill	245.89
124	C Bancroft	245.88
125	C Meyer	243.81
126	C Hendley	238.12
127	C Pierce	235.83
128	C Lenox Annex	235.57
129	C Watkins	216.36
130	C Lewis	191.91*

111

*School opened November 13, 1962.

Source: Statistical Consultant
October, 1965

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
Franklin Administration Building
Washington 5, D. C.

RANK OF PER CAPITA COSTS IN 1963-64 IN THE SECONDARY SCHOOLS

<u>Junior High Schools</u>			<u>Senior High Schools</u>		
<u>Rank</u>	<u>School</u>	<u>Per Capita Cost</u>	<u>Rank</u>	<u>School</u>	<u>Per Capita Cost</u>
1	Randall	539.93	1	Cardozo	587.38
2	Jefferson	508.24	2	Roosevelt	566.94
3	Miller	465.10	3	Coolidge	544.11
4	Douglass	463.68	4	Dunbar	541.63
5	Francis	459.90	5	Wilson	530.42
6	Hine	458.59	6	Western	526.68
7	Deal	453.88		<u>Median</u>	<u>526.68</u>
8	Evans	452.49	7	Anacostia	509.46
9	Terrell	445.93	8	Spingarn	504.30
10	Garnet-Patterson	445.47	9	Ballou	484.00
11	Stuart	445.12	10	McKinley	471.65
12	Gordon	442.68	11	Eastern	443.49
13	Kramer	441.84			
	<u>Median</u>	<u>441.84</u>			
14	Langley	439.92			
15	Shaw	429.94			
16	Paul	428.71			
17	Backus	419.38			
18	Browne	415.04			
19	Woodson	414.07			
20	Taft	413.57			
21	Hart	406.16			
22	Sousa	395.20			
23	Banneker	383.16			
24	Eliot	374.23			
25	Macfarland	361.14			

Source: Statistical Consultant
October, 1965

101-102
Conquest Heights
Jackson
Shepherd
Kendall Heights

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

PER CAPITA COSTS^{1/} FOR SECONDARY SCHOOLS DISTRIBUTED BY INCOME LEVELS FOR THE FISCAL YEAR 1963-64^{2/}

Income Level for Junior High Schools^{3/}

Under 3,000	3,000 - 3,999	4,000 - 4,999	5,000 - 5,999	6,000 - 6,999	7,000 - 7,999	8,000 - 8,999
-	Shaw (11) 429.94 Terrell (17) 445.93	Banneker (4) 383.16 Browne (8) 415.04 Eliot (3) 374.23 Evans (18) 452.49 Francis (21) 459.90 Garnet- Patterson (16) 445.47 Miller (23) 465.10 Randall (25) 539.93 Stuart (15) 445.12	Douglass (22) 463.68 Hine (20) 458.59 Kramer (13) 441.84 Langley (12) 439.92 Sousa (1) 395.20	Hart (5) 406.16 Macfarland (2) 361.14 Woodson (7) 414.07	Paul (10) 428.71	Backus (9) 419.38 Taft (6) 413.57

Income Level for Senior High School

Dunbar (8) 541.63	Cardozo (11) 587.38 Eastern (1) 443.49 Spingarn (4) 504.30	McKinley (2) 471.65	Anacostia (5) 509.46 Ballou (3) 484.00 Roosevelt (10) 566.94	Coolidge (9) 544.11	Western (6) 526.68	



Income Level for Junior High Schools^{3/}

<u>9,000 - 9,999</u>	<u>10,000 - 10,999</u>	<u>11,000 - 11,999</u>	<u>12,000 - 12,999</u>	<u>13,000 - 13,999</u>	<u>14,000 and over</u>
----------------------	------------------------	------------------------	------------------------	------------------------	------------------------

Gordon (14)	442.68				
Deal (19)	453.88				

Income Level for Senior High Schools

-	Wilson (7)	530.42			
---	---------------	--------	--	--	--

1/ Cost figures do not include funding of special projects financed by other than D. C. Appropriations.

2/ Figures in parentheses show rank of per capita costs in ascending order from 1 to 25 at the junior high school level and 1 to 11 at the senior high school level.

3/ No median calculated by census for Jefferson Junior High School because of insufficient data. Per capita cost was 508.24.

Source: Statistical Consultant

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

PER CAPITA COSTS^{1/} FOR ELEMENTARY SCHOOLS DISTRIBUTED BY INCOME LEVELS FOR THE FISCAL YEAR 1963-64^{2/}

Income Level

Under 3,000	3,000 - 3,999	4,000 - 4,999	5,000 - 5,999	6,000 - 6,999	7,000 - 7,999	8,000 - 8,999
Lenox Annex (3) 235.57 Syphax (30) 274.62 Van Ness (10) 249.51	Birney (26) 270.69 Bundy (127) 476.28 Cleveland (79) 314.26 Cook (47) 283.85 Grimke (49) 285.59 Harrison (74) 306.35 Kenilworth (69) 298.61 Langston (16) 259.40 Montgomery (43) 281.20 Morse (108) 353.86 Mott (120) 418.27 Nichols (23) 267.86	Aiton (24) 270.06 Amidon (36) 277.10 Benning (61) 293.13 Blair (98) 336.24 Blow (67) 296.28 Bowen (80) 315.61 Bruce (76) 308.29 Bryan (75) 307.43 Buchanan (110) 259.94 Burrville (113) 372.79 Crummell (82) 316.30 Edmonds (57) 290.77	Brent (85) 321.58 Carver (122) 429.36 Congress Heights (51) 287.70 Cooke (54) 288.91 Davis (12) 253.59 Drew (52) 287.97 Eckington (22) 267.18 Emery (37) 277.96 Gage (40) 279.67 Garfield (33) 276.50 Goding (41) 280.02 Houston (17) 259.95 Ketcham (45) 283.21 Merritt (103) 342.14 Morgan (70) 298.65 Morgan Annex (84) 321.29 Moten (39) 279.06	Adams (117) 392.55 Bancroft (7) 245.18 Barnard (27) 272.48 Draper (28) 273.10 Hendley (5) 238.12 Orr (68) 297.20 Patterson (44) 282.28 Peabody (66) 295.47 Petworth (65) 295.09 Powell (32) 276.36 Raymond (77) 310.99 River Terrace (106) 351.68 Rudolph (63) 294.01 Simon (11) 251.47 Truesdell (118) 393.34 Woodridge (88) 324.80	Beers (18) 260.03 Brightwood (53) 287.98 Brookland (107) 353.76 Grant (130) 649.31 Kimball (58) 291.73 Noyes (55) 289.49 Randle Highlands (95) 329.41 Slowe (105) 348.79 Takoma (91) 326.73 West (59) 292.40 Whittier (13) 253.82	Burroughs (38) 278.79 Keene (42) 280.45 LaSalle (96) 333.71

Ref. Exhibit 1965
 New School
 12/1965

Perry (115) 383.11
 Seaton (99) 337.14
 Slater (86) 322.50
 Simmons (34) 276.56
 Thomas (72) 304.15
 Thomson (104) 344.22
 Garrison (46) 283.44
 Giddings (97) 334.72
 Hayes (94) 327.72
 Kingsman (35) 276.71
 Lenox (93) 327.33
 Lewis (1) 191.91



Don't own this
 Exhibit
 Chart 1.

Expenditures in House Hearings - J-66

<u>Under 3,000</u>	<u>3,000 - 3,999</u>	<u>4,000 - 4,999</u>	<u>5,000 - 5,999</u>	<u>6,000 - 6,999</u>	<u>7,000 - 7,999</u>	<u>8,000 - 8,999</u>
	Walker-Jones (60) 292.61	Logan (29) 274.43 Lovejoy (56) 289.79 Ludlow (81) 316.01 Madison (9) 248.31 Maury (14) 253.97 Meyer (6) 243.81 Miner (21) 262.89 Monroe (111) 363.92 Park View (73) 304.82 Payne (87) 323.19 Pierce (4) 235.83 Smothers (90) 326.43 Sumner (116) 387.52 Taylor (83) 320.98 Tyler (31) 275.40 Watkins (2) 216.36 Webb (48) 284.24 Wheatley (50) 286.70 Wilson (62) 293.69 Young (64) 294.41	Nalle (15) 258.34 Plummer (20) 261.09 Richardson (71) 301.22 Shadd (101) 339.02 Stanton (92) 327.25 Stevens (102) 341.18 Turner (19) 260.64			

<u>9,000 - 9,999</u>	<u>10,000 - 10,999</u>	<u>11,000 - 11,999</u>	<u>12,000 - 12,999</u>	<u>13,000 - 13,999</u>	<u>14,000 and over</u>
Bunker Hill (8) 245.89	Lafayette (78) 314.07	Eaton (125) 458.67	-	Hardy (119) 404.27	Key (126) 470.85
Fillmore (128) 485.65	Mann (123) 445.08	Hearst (114) 380.18		Shepherd (89) 352.10	
Hyde (121) 424.64	Murch (100) 337.97	Jackson (129) 626.75			
Langdon (25) 270.52	Stoddert (124) 453.92	Janney (109) 359.01			
		Oyster (112) 369.46			

1/ Cost figures do not include funding of special projects financed by other than D. C. Appropriations.

2/ Figures in parentheses show rank of per capita costs in ascending order from 1 to 130 at the elementary level.

Source: Statistical Consultant

F-6



SECTION 4.

DISTRIBUTION OF SCHOOL SERVICES

SECTION 4. DISTRIBUTION OF SCHOOL SERVICES

The Finance Office distributes funds for textbooks, materials and supplies, library books, stores clerks services, and special projects in science and music at a per capita rate for schools by levels.

Teacher positions are assigned in accordance with pupil-teacher ratios established by the Board of Education.

^{1/}
A summary of ratios follows:

Senior, junior, and vocational high school	
Academic	25-1
Shops	18-1
Elementary schools	
Grades 1-6	30-1
Kindergarten maximums	70-1
Severely mentally retarded	15-1
All levels:	
Basic, social adjustment, other special education classes	18-1

Variations in class sizes by schools are inevitable, since the number of pupils rarely is such as to make possible an exact ratio of 25 to 1, for example, or 30 to 1.

Clerical positions are allocated by Board of Education Rules:

1. Elementary - 1 clerk except for laboratory schools which may have 2 clerks.
2. Vocational, junior, and senior high schools - 2 clerks, except that a third clerk may be added when the enrollment exceeds 1,200 pupils.

Administrative positions are allocated as follows:

1. One principal in each administrative unit at all levels.
2. One assistant principal in all junior high schools, except that a second will be added when the enrollment exceeds 800 pupils.

1/ Board of Education Rules, pp. 81-82.

3. One assistant principal in each vocational high school except that where evening schools are conducted, a second assistant principal will be added.
4. Two assistant principals in all senior high schools.

Counselor positions are allocated as follows:

1. One counselor to each elementary administrative unit with a desired ratio of 750 to 1.
2. Two counselors in each junior high school, except that three may be assigned to schools where the ratio exceeds 400 to 1.
3. Three counselors in each senior high school with a desired ratio of 400 to 1.
4. One counselor in each vocational high school with a ratio of 400 to 1.

Detailed standards of staffing ratios in all service categories have been approved by the Board of Education as guide lines for budget recommendations.

Full attainment of all approved standards is still to be achieved through regular D. C. appropriations.

STUDIES OF DISTRIBUTION OF REGULAR D. C. SCHOOL APPROPRIATIONS

In the allocation of regular appropriations, not including special funds from Federal or nonpublic sources, is there evidence of discrimination or distortion in favor of either the white or the Negro pupils?

Three studies have been made in an effort to find an objective answer to this question.

1. A comparison of service factors between 14 language arts schools^{1/} (predominantly Negro and Gray Area schools) and the 19 predominantly white schools, elementary level.

The oldest predominantly white school was built in 1889; oldest predominantly Negro school in 1887.

The newest predominantly white school was built in 1945; the two newest predominantly Negro schools in the language arts group were built in 1960.

In the first group, the ratio of enrollment to capacity was 89.1; in the second, 111.7. However, in the first, two schools were running at a 146 ratio; in the latter one, at 146.9. No deliberate advantage falls to the predominantly white schools.

No free lunch was available in predominantly white schools; a median 19.8 percent of pupils received free lunches in the predominantly Negro group.

Some Negro pupils are enrolled in all predominantly white schools; in five schools, the enrollment was 100 percent Negro.

More pupils attend oversized classes in predominantly Negro schools than in the predominantly white group. The median of 44.5 percent in the former group compares with a median of 39.6 percent in the latter. However, the largest percent in oversized classes is found in the Shepherd Elementary School, a predominantly white school.

^{1/} A special fund for adding additional teaching and supplementary services to 14 gray area schools was obtained in 1961 from the Ford Foundation. The program is now funded from regular District of Columbia Appropriations.

More special education classes and junior primaries are found in predominantly Negro schools. Some are found in each group, however, showing that need for these special services is not racial.

The median years of schooling of adults is 13.7 in group one and 8.6 in group two. Yet in five cases, the median in the predominantly Negro schools exceeded the median in at least one predominantly white school.

While some of the housing in all the areas served by predominantly white schools is substandard and over populated, the amount is on the average much greater in the case of the predominantly Negro schools.

The main conclusion is that race does not predetermine the age of the schoolhouses, the extent of over-capacity, the years of schooling of adults, or the school services available. A major educational disadvantage suffered by the predominantly Negro schools lies in overcrowding and the concomitant effect of large classes. In the case of the 14 language arts schools special funds and teaching services have been allocated: one special language teacher to each school, funds for excursions and special supplies, a special supervisor, and 12 1/2 counselors, while only two have been assigned to the predominantly white schools.

2. Placement of new schools in relation to poverty.

Where is the capital outlay money being spent? In the affluent sections of the city? In the economically-depressed areas?

A study of new elementary school construction completed or authorized since 1958 shows that most of the new schools and additions were placed in low income districts: 7 in districts where the median income was under \$4,000; 20 under \$5,000; 14 under \$6,000; total - 70 percent under \$6,000.

All new elementary school construction since 1958 serves predominantly Negro enrollments.

3. Per capita expenditures for regular D. C. Appropriations by income levels for FY 1963-64.

Regular expenditures by buildings are not absolutes to be compared without qualification. A small school with a few permanent teachers at or near the top of the salary scale may show a per capita cost three times as high as a new school with young teachers and large enrollments. Moreover, the small-enrollment school may have a number of special classes where the ratio of pupils to teachers is low and where equipment and materials may be costly.

The schools with generally falling enrollments inevitably show a higher cost per capita regardless of race or economic condition. The administrative fact of life is that burgeoning enrollments result at least temporarily in larger classes than when enrollments are falling off. The more stable schools also tend to attract and hold more old-line teachers than do the schools in new, unsettled, and difficult communities.

Analysis of the following data must be conditioned by qualifying factors.

Elementary Schools. The median expenditure in 1963-64 was \$295 per capita. The highest was Grant at \$649.31 and the lowest full-year expenditure was Watkins at \$216.36. The Lewis School cost at \$191.91 was for less than a year of operation.

Per capita costs at Grant and Jackson were the highest, exceeding \$600 per pupil. While this is too little to spend per pupil, relative to the median of \$295 the cost is excessive.

In the case of the Grant, the school space is used for offices and, effective this year, for sight and hearing conservation classes. The Jackson is an open school, but, though in a favored residential area and attractive in terms of per pupil cost, fails to attract entrants as does, for example, the Amidon.

Unless more pupils are enrolled, continued use of the Jackson for classroom purposes is questionable. Fillmore could quite easily absorb the Jackson enrollment, making Jackson available for office space pending the construction of the new administration building.

The Bundy, the fourth most costly school, has many special classes for problem boys. Hence, the relatively high per capita cost is justified. The Key School is in an isolated section where the pupil population is low. Whether Key can be more efficiently used needs to be studied. Eaton, Stoddert, Mann, Carver, Hyde, Mott, and Hardy run above the \$400 mark. The Eaton, Stoddert and Mann are now used for the education of the severely mentally retarded, a factor that will increase rather than decrease the per capita cost. Eaton and Hyde are also used in part for administrative offices, the cost of which is computed in the per capita expenditures.

A favorable correlation also seems to exist between expenditures per pupil and median income. The higher the median income, the more, apparently, is spent per pupil, particularly at the elementary level. Yet, more is spent at Bundy in the \$3,000-\$3,999 income bracket than at Key in the \$14,000 income bracket. More per pupil is spent at Mott in the \$3,000-\$3,999 bracket than at Hardy in the \$13,000-\$13,999 bracket. More is spent at the Morse in the \$3,000-\$3,999 bracket than at Shepherd in the \$13,000-\$13,999 bracket.

Nevertheless, though no sharpe conclusions can be drawn that the regular appropriations are spent to favor the white well-to-do sections of the city, the elementary school office must sharply analyze the apparent imbalance that is reported in the 1963-64 costs. The differences range much too widely to be acceptable, even though special project funds are being assigned to the economically-limited school zones.

The special funds are designed to be in addition to the fair share of normal allocations. Their purpose is not to equalize administrative inequalities but to compensate in some measure for social and economic handicaps experienced by the children.

Junior High Schools. The per capita costs range from \$395.20 at Sousa to \$539.93 at Randall. The explanation for Randall's relatively high per capita cost is that it includes Boy's Junior-Senior High School, where the pupil ratio to teachers is low.

Six schools outrank Deal in per capita cost, although Deal is in the \$10,000-\$10,999 bracket. They are Evans, Francis, Miller, Randall, all in the \$4,000-\$4,999 bracket, and Douglass and Hine in the \$5,000-\$5,999 bracket.

Although the range of junior high school per capita cost is reasonable, the junior high school administrative office must continue to work toward a reasonable balance in available regular appropriations for all schools.

Senior High Schools. In 1963-64 the range was from \$443.49 at Eastern to \$587.38 at Cardozo. Wilson in the \$10,000-\$10,999 income bracket fell below four schools in per capita cost. These were Dunbar, Cardozo, Roosevelt, and Coolidge, in income brackets ranging from \$3,000-\$7,999.

While the variation in costs is relatively low, continued effort and perhaps sharper attention to the distribution of regular funds at Eastern and Cardozo are expected of the secondary school office.

SUPPLEMENTAL SERVICES THROUGH SPECIAL FUNDS

Although the established allocation standards are applicable to all schools, special allocations are made to schools where the need for such services is the greatest.

Impact aid funds and economic opportunity money are applied primarily to those schools with significant deprivation problems.

In addition, services of such major projects as the Free Lunch Program, the Urban Service Corps, and the Language Arts Project are directed toward gray area schools.

Altogether more than 100 special projects have been developed mainly to help overcome social and economic handicaps many of our pupils bring into the classroom.

The special project funds are in the main set up to equalize handicaps in social and economic backgrounds. They must be applied to an allocation activity that provides an essentially equal foundation for the school system as a whole.

RECEIVED THE NATIONAL BUREAU OF INVESTIGATION

RECEIVED
FEDERAL BUREAU OF INVESTIGATION
WASHINGTON, D. C.
JAN 10 1941

RECEIVED THE NATIONAL BUREAU OF INVESTIGATION
FEDERAL BUREAU OF INVESTIGATION
WASHINGTON, D. C.
JAN 10 1941

RECEIVED THE NATIONAL BUREAU OF INVESTIGATION
FEDERAL BUREAU OF INVESTIGATION
WASHINGTON, D. C.
JAN 10 1941

RECEIVED THE NATIONAL BUREAU OF INVESTIGATION
FEDERAL BUREAU OF INVESTIGATION
WASHINGTON, D. C.
JAN 10 1941

TABLE OF CONTENTS

	<u>Page</u>
I. Foreword	i
II. Members of Working Party	ii
III. Summary of Deliberations of Working Party	1-6
<u>Appendix</u>	
D.C. Mentally Retarded in School Programs	7-8
Robert Volland's Letter	9
Margaret Mercer's Memo	10
Paul Benoit's Letter	11-12
Jim Wyatt's Letter	13-15
Chart - 4 Levels of Retardation	16
Criteria In Recommending Placement in Special Academic Curriculum	17-18
Promotion Policies, Elementary-Junior High Schools	19-20
Criteria for Admission - Public Schools	21
Exclusion - D.C. Public Schools	22
D.C. Society for Crippled Children	23-24
Pilot School for Blind Children	25-28
St. John's Child Development Center	29-31
D. C. Children's Center	32-35
St. John's - Excerpt from "Report on School Building needs..."	36-42
Jim Wyatt's Letter on Profoundly Retarded	43-44
Pointers for Planning for Special Education	45-47
Report of The Trainable Child Committee	48-53
Suggested Outline of Function of Assistant Super- intendent in charge of Special Education	54-57
Summary at Randall Junior High School	58
Some pertinent Quotations Relating to The Education Problems of the Mildly Retarded	59-61
Standards for Probationary Certification	62
Questionnaire and Report of Survey of Special Education Teachers	63-69

FOREWORD

This Progress Report has resulted from the deliberations of some 30 different persons representing public, private and parochial schools serving retarded children, as well as other agencies and organizations.

This Working Party is one of 23 different planning groups of the Mental Retardation Committee. The Mental Retardation Committee is one of six committees of the D.C. Public Health Advisory Council and has responsibility, with staff assistance, for the development of plans for comprehensive services for the District of Columbia.

The Working Party met for a total of 13 times from April 6, 1965 to April 7, 1966. In addition, the Trainable Child Committee met several times under Bertha Tayman's chairmanship, beginning August 3, 1965, and recently concluded its deliberations, submitting its report which was accepted on March 8th. Another Committee on Administrative Structure was set up in September, 1965. Mrs. Goodman is chairing this committee which has met several times.

Other developments include the stimulation from the Working Party for the Development of the Committee on the Identification and Diagnosis of the Retarded School Aged Child which has met twice in recent months, with several members of the Working Party serving on the committee.

There was also a notable contribution made by the committee chaired by Rose Paper in surveying through C.E.C. efforts, the interest of special education staff in and need for in-service training programs.

The relationships to the Teacher Training Committee, Mrs. Strauss' meeting with the Working Party on Work, the participation in the annual conference on Mental Retardation in November, and the visits by the co-chairmen and others to two different Junior High Schools should also be noted.

We have been fortunate to have had consultant services on several occasions from Dr. Herbert Goldstein, chairman, Department of Special Education, Graduate School of Education, Yeshiva University, New York City. His wisdom and guidance have been most helpful to the planning process.

The first of these is the fact that the
the second is the fact that the

the third is the fact that the
the fourth is the fact that the

the fifth is the fact that the
the sixth is the fact that the

the seventh is the fact that the
the eighth is the fact that the

the ninth is the fact that the
the tenth is the fact that the

the eleventh is the fact that the
the twelfth is the fact that the

the thirteenth is the fact that the
the fourteenth is the fact that the

MEMBERS OF WORKING PARTY

- Dr. Edmonia W. Davidson - Associate Professor of Education, Howard University - Co-chairman
- Mrs. Ruth Strauss - Supervising Director of Special Education, Junior and Senior High Schools - Co-chairman
- Mr. Fred Aranha - Principal, Junior High School
- Dr. Blanche I. Bourne - Chief, School Health Division, Bureau Maternal Child and Health, DCDPH
- Sister Cecilia - Teacher, Kennedy Institute
- Sister Mary Constantia - Director, St. Maurice Day School
- Dr. Maurice H. Fouracre - Director, St. John's Child Development Center
- Mrs. Elizabeth Goodman - Education Specialist, Office of Disadvantaged and Handicapped, U.S. Office of Education
- Mr. Joseph D. Griffin - Clinical Psychologist, Personnel Office, Pupil Personnel Services, D.C. Schools
- Mr. Dorothy Hamilton - Principal, Junior Village School
- Mrs. Rosa Jones - Director, Special Services, D.C. Public Schools
- Dr. Gertrude Justison - Associate Professor, Department of Education, Howard University
- Mrs. Jenny Klein - Program Director, Montgomery County ARC
- Mrs. Mamie Lee - Exceptional Child Committee, D.C. Congress of Parents and Teachers (deceased)
- Dr. Theodore Libber - Supervising Director, Phillips Annex #7, D.C. Schools
- Sister Maureen - Director, St. Gertrude's School of Arts and Crafts
- Dr. Margaret Mercer - Director, Program for Personality Assessment Behavioral Studies Branch, St. Elizabeths Hospital
- Mrs. Peg Misback - Program Director, D.C. Crippled Children Society
- Mr. Norman Nickens - Assistant Superintendent, Model School Division D.C. Schools
- Mrs. Rose L. Paper - Classroom Teacher, President, Washington Chapter, CEC
- Mrs. Elinor B. Ring - Director, Pilot School for Blind Children, Inc.
- Mrs. Martha Rogers - Principal, Military Road School, D.C. Schools
- Mrs. Louise S. Steele - Member, D.C. School Board
- Mrs. Bertha Tayman - Principal, Tyler School
- Mrs. Audrey Uihlein - Principal, Jewish Foundation for Retarded Children
- Mrs. Rita Valeo - Director, Army Rejectee Rehabilitation Project
- Mr. Robert Volland - Director, Vocational Education, D.C. Schools
- Mrs. LuVerne Walker - Director of Curriculum, Phillip's School, D.C. D. C. Schools
- Mrs. Bathrus Williams - Teacher, Taft Junior High School, Special Education, Secondary Schools, D.C. Public Schools
- Mr. James Wyatt - Acting Superintendent of Schools, Children's Center, Laurel, Maryland
- Mrs. Mary Ziegler - Former Acting Principal, Help for Retarded Children

III. SUMMARY OF DELIBERATIONS OF WORKING PARTY

The following provides a chronological history of the activities of the Education Working Party -- the activities and materials used, problems, questions and issues raised, suggestions as well as recommendations.

1. Information about most education programs was gathered from agencies offering education to retarded persons. (See chart entitled, "D.C. Mentally Retarded Children and Adults in School Programs in the D.C. Area" and statements on Vocational Education services and project at St. Elizabeth's Hospital.)

2. Some members sent in statements of issues, problems or needs relating to the education of retarded persons. (See statements from Paul Benoit and Jim Wyatt.)

3. The Chart Book on The President's Panel Report was used. (See chart which summarized developmental characteristics, potential for education and training, and social and vocational adequacy using four levels of retardation.) This classification system was adopted by the Working Party along with the A.A.M.D. definition, using I.Q. 75 as upper limit.

4. Only the private schools are involved with the child who is 4, 5 and 6 years of age, and they are willing to give the child up at ages 7 and 8, hoping that he is a better mentally retarded child because of the pre-school program.

5. From the Report of the Task Force on Education and Rehabilitation President's Panel on Mental Retardation:

"Continuing research indicates that, besides intelligence, personality, and emotional factors are major components of mental retardation, and that personality factors in the retarded are much more significant than tested intellectual levels in carrying out tasks involved in inter-personal relations and work adjustment. The customary criteria used in defining mental retardation are not adequate to predict social or occupational success or failure except at the extremes of intellectual levels."

6. Question of procedure for determination of mental retardation in D.C. Schools. (See "Some Criteria on which Psychologists Base Recommendations for Pupils to be Placed in Special Academic Curriculum" and "Promotion Policies Elementary-Junior High Schools".)

7. Each agency asked to furnish information on:

- I. Admission criteria for types of handicaps
- II. Transfer criteria
- III. Exclusion criteria
- IV. Provision for periodic or continuous evaluation

(See reports from Public Schools, D.C. Society for Crippled Children, the Pilot School for Blind Children, St. John's Child Development Center and Children's Center.)

8. Study of trainable child began by using excerpt from "Report on School Building Needs for an Effective Education Program for Trainable Mentally Retarded Children", prepared by Dr. Fouracre. (See appendix.)

9. There was a consensus that educators have a role to play in serving the profoundly retarded person, and the proper role was as advisors or consultants to those providing direct services. Dr. Libber suggested that if we could identify those skills needed, we could write a curriculum or guide for training profoundly retarded persons. (See Jim Wyatt's letter on profoundly retarded served at Children's Center and his comments.)

10. "Pointers for Planning for Special Education for the Mentally Retarded" was used in deliberations. (See appendix.)

11. Copies of Maryland Laws relating to Special Education were secured for members.

12. A curriculum for trainable children was developed and used on a trial basis during the 1965-66 school year.

13. It was pointed out that it is much less expensive to care for a trainable child in public school than to institutionalize him.

14. The Health Department provides services in evaluating most trainable children.

15. The need for a Department of Special Education was recognized.

16. The question of identifying retarded children came in for much discussion, as well as the need for full scale diagnostic and evaluation services.

17. Evaluation is a continuous process with follow-up of the child an important part of the process.

1. The first of these is the fact that the
2. second is the fact that the
3. third is the fact that the
4. fourth is the fact that the
5. fifth is the fact that the
6. sixth is the fact that the
7. seventh is the fact that the
8. eighth is the fact that the
9. ninth is the fact that the
10. tenth is the fact that the
11. eleventh is the fact that the
12. twelfth is the fact that the
13. thirteenth is the fact that the
14. fourteenth is the fact that the
15. fifteenth is the fact that the
16. sixteenth is the fact that the
17. seventeenth is the fact that the
18. eighteenth is the fact that the
19. nineteenth is the fact that the
20. twentieth is the fact that the
21. twenty-first is the fact that the
22. twenty-second is the fact that the
23. twenty-third is the fact that the
24. twenty-fourth is the fact that the
25. twenty-fifth is the fact that the
26. twenty-sixth is the fact that the
27. twenty-seventh is the fact that the
28. twenty-eighth is the fact that the
29. twenty-ninth is the fact that the
30. thirtieth is the fact that the
31. thirty-first is the fact that the
32. thirty-second is the fact that the
33. thirty-third is the fact that the
34. thirty-fourth is the fact that the
35. thirty-fifth is the fact that the
36. thirty-sixth is the fact that the
37. thirty-seventh is the fact that the
38. thirty-eighth is the fact that the
39. thirty-ninth is the fact that the
40. fortieth is the fact that the
41. forty-first is the fact that the
42. forty-second is the fact that the
43. forty-third is the fact that the
44. forty-fourth is the fact that the
45. forty-fifth is the fact that the
46. forty-sixth is the fact that the
47. forty-seventh is the fact that the
48. forty-eighth is the fact that the
49. forty-ninth is the fact that the
50. fiftieth is the fact that the
51. fifty-first is the fact that the
52. fifty-second is the fact that the
53. fifty-third is the fact that the
54. fifty-fourth is the fact that the
55. fifty-fifth is the fact that the
56. fifty-sixth is the fact that the
57. fifty-seventh is the fact that the
58. fifty-eighth is the fact that the
59. fifty-ninth is the fact that the
60. sixtieth is the fact that the
61. sixty-first is the fact that the
62. sixty-second is the fact that the
63. sixty-third is the fact that the
64. sixty-fourth is the fact that the
65. sixty-fifth is the fact that the
66. sixty-sixth is the fact that the
67. sixty-seventh is the fact that the
68. sixty-eighth is the fact that the
69. sixty-ninth is the fact that the
70. seventieth is the fact that the
71. seventy-first is the fact that the
72. seventy-second is the fact that the
73. seventy-third is the fact that the
74. seventy-fourth is the fact that the
75. seventy-fifth is the fact that the
76. seventy-sixth is the fact that the
77. seventy-seventh is the fact that the
78. seventy-eighth is the fact that the
79. seventy-ninth is the fact that the
80. eightieth is the fact that the
81. eighty-first is the fact that the
82. eighty-second is the fact that the
83. eighty-third is the fact that the
84. eighty-fourth is the fact that the
85. eighty-fifth is the fact that the
86. eighty-sixth is the fact that the
87. eighty-seventh is the fact that the
88. eighty-eighth is the fact that the
89. eighty-ninth is the fact that the
90. ninetieth is the fact that the
91. ninety-first is the fact that the
92. ninety-second is the fact that the
93. ninety-third is the fact that the
94. ninety-fourth is the fact that the
95. ninety-fifth is the fact that the
96. ninety-sixth is the fact that the
97. ninety-seventh is the fact that the
98. ninety-eighth is the fact that the
99. ninety-ninth is the fact that the
100. hundredth is the fact that the

18. In fighting the battle of teacher shortages, Dr. Herbert Goldstein finds that across the country about 1/3 of teachers are reported to be qualified, 1/3 are working toward certification, while the remaining 1/3 of the teachers are not really caring.

19. The Trainable Child Committee with Mrs. Eertha Tayman, chairman, was established July 19th. After a considerable number of meetings and with consultative help from Dr. Goldstein, the Committee presented its report which was accepted on March 8, 1966. (See appendix.)

20. Dr. Goldstein stressed our need to take all characteristics of the child into account in planning what to do with him. The data we collect should be functional, so we can use it in the diagnosis of the learning disability. We need to know how many trainable children and youth there are, and we need a definitive description of what they are like. Each child should have a thorough assessment of his language development.

21. Some questions raised relate to: scientific accuracy of diagnostic procedures; how psychologists can provide teachers with what they need to know, so they can act intelligently; how one can function with no administrative setup and without an adequate number of psychologists. We need to look at The Whole, define what the problems are and decide on the best procedures.

22. Dr. Goldstein said that a good special class is superior to a good regular class, for retarded children; but we need good special classes, with well prepared teachers who are well supervised, and a continuing educational plan. We should group children on why they are what they are rather than on performance.

23. The question seems to be: How we get parents involved. We need to involve parents in creative ways and this will take imagination and creativity, and will require our knowing parents too.

24. The practice of placing teachers who have failed with regular classes as teachers of special classes, was discussed as a strange philosophy.

25. The need for an overall structure, such as a Department of Special Education, is basic to any other recommendations.

26. A committee on administrative structure was organized with Mrs. Elizabeth Goodman chairman. (See "Suggested Outline of Function of Assistant Superintendent in Charge of Special Education.") This document circulated in April as a beginning point for a more refined revision later on.

27. The co-chairmen and Mr. Hall visited Randall Jr. High School. Mr. Aranha, former principal, and Mrs. Le Boo later met with the Working Party to discuss this program. (See appendix.)

28. Mrs. Strauss shared material which she had extracted from a Task Force Report of President's Panel on Mental Retardation. (See appendix.)

29. There is need for definition without using the term, mental retardation -- need for a hopeful designation, taking away some of the stigma.

30. At the time of the visit to Randall School, there were some 198 pupils in Special Academic classes, which number was halved after transfer of pupils to regular classes. On the basis of psychological test results and teacher evaluation, pupils who had not scored between 55 and 75 I.Q., and who were not retarded 3 or more years in reading achievement, were transferred to regular classes.

31. Impetus for the development of a committee concerned with identification and diagnosis of mental retardation in school aged children, came from discussions of the Progress Report of the Working Party on Identification and Diagnosis at a Mental Retardation Committee meeting, when Mrs. Strauss suggested a study of this area in depth. The Education Working Party enthusiastically endorsed this need and a number of members agreed to serve on it.

32. Mrs. Steele made a report on licensing -- on what exists now and proposed changes which will be acted on by the School Board in May 1966. (See "Standards for Probationary Certification".)

33. A committee with Mrs. Rose Paper as chairman organized to survey special education staff interest in and need for in-service training programs, using the officer of C.E.C. of which Mrs. Paper is president. (See appendix for questionnaire and report.)

34. Mr. Volland, Director of Vocational Education for D.C. Schools, sees more opportunities for educable children in these programs.

35. Dr. Libber presented curriculum materials, assisted by Mrs. Strauss. The following points were made:

- a. a team approach has been used in developing materials -- curriculum staff, teachers, principals and others.

[The text in this block is extremely faint and illegible, appearing as a series of horizontal lines across the page.]

- b. while we have a good many curriculum publications for secondary school special academic classes, we need more -- they are not complete enough.
- c. the present curriculum materials need further revision.
- d. there are only 3 people in the Curriculum Department.
- e. there is need for budget to allow for more release time, so teachers can work on curriculum.

36. The following recommendations were made:

- a. There is need to expand services of the Curriculum Department and improve the articulation between the various levels -- teachers and Department of Curriculum.
- b. For educable children, some materials are available, but more need to be developed.
- c. Pupil Personnel services should be expanded for effective placement of children.
- d. The need for a Director of Special Education was re-emphasized.
- e. There is need for a Director of Public Information and staff for Public Schools, to include interpretation of the need for special classes for educable and trainable children.
- f. There is need for publicity related to the planning, which would present facts, pointing out good programming as well as problems to be solved.

37. It was recommended that:

"For the child who must be withdrawn from a public school situation, the Committee recommends that an equitable tuition payment in the amount of

1. The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that proper record-keeping is essential for the transparency and accountability of the organization. This section also outlines the various methods used to collect and analyze data, ensuring that the information is reliable and up-to-date.

2. The second part of the document focuses on the financial aspects of the organization. It provides a detailed overview of the budget, including the projected income and expenses for the upcoming year. This section also discusses the various financial risks and how they are being managed to ensure the organization's financial stability.

3. The third part of the document addresses the operational aspects of the organization. It describes the various processes and procedures that are in place to ensure the efficient and effective delivery of services. This section also discusses the various challenges that the organization is facing and how they are being addressed.

4. The fourth part of the document discusses the human resources aspect of the organization. It provides a detailed overview of the current staff levels and the various roles and responsibilities of the different departments. This section also discusses the various training and development programs that are in place to ensure that the staff is equipped with the necessary skills and knowledge to perform their duties effectively.

5. The fifth part of the document discusses the legal and regulatory aspects of the organization. It provides a detailed overview of the various laws and regulations that the organization is subject to and how they are being complied with. This section also discusses the various legal risks and how they are being managed to ensure the organization's legal compliance.

6. The sixth part of the document discusses the environmental and social aspects of the organization. It provides a detailed overview of the various environmental and social issues that the organization is facing and how they are being addressed. This section also discusses the various initiatives that are in place to promote sustainability and social responsibility.

7. The seventh part of the document discusses the overall performance of the organization. It provides a detailed overview of the various key performance indicators (KPIs) that are being used to measure the organization's performance. This section also discusses the various strategies that are in place to improve the organization's performance and achieve its long-term goals.

8. The eighth part of the document discusses the future of the organization. It provides a detailed overview of the various opportunities and challenges that the organization is facing in the future. This section also discusses the various strategies that are in place to ensure the organization's long-term success and sustainability.

\$1200 per annum, based on a 12-month school year, be made which would enable him to enroll in an approved private school situation. A similar situation has been working out well in surrounding counties; and children who have necessarily been excluded from public school classes have found acceptance in private schools with the aid of such allotted funds. This provision would help to insure the continuity of such educational and training experiences to the child as he is able to absorb, and would fulfill the educational obligation which the community owes to each and every child.

"It is suggested that funds for this tuition grant be included as a budget item to Congress - or derived through a joint contribution from the Board of Education, Welfare Department, or related groups. "

The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that every entry, no matter how small, should be carefully documented to ensure the integrity of the financial data. This includes recording dates, amounts, and the nature of the transactions. The second part of the document outlines the procedures for reconciling the accounts. It states that the accounts should be reconciled at the end of each month to identify any discrepancies. If a discrepancy is found, it should be investigated immediately to determine the cause. The third part of the document discusses the importance of maintaining proper documentation for all transactions. It states that all receipts and invoices should be kept for a period of at least five years. This is to ensure that the records can be audited if necessary. The fourth part of the document discusses the importance of maintaining proper documentation for all transactions. It states that all receipts and invoices should be kept for a period of at least five years. This is to ensure that the records can be audited if necessary. The fifth part of the document discusses the importance of maintaining proper documentation for all transactions. It states that all receipts and invoices should be kept for a period of at least five years. This is to ensure that the records can be audited if necessary.

**D.C. MENTALLY RETARDED CHILDREN AND ADULTS
IN SCHOOL PROGRAMS -- IN D.C. AREA**

Name of Service	Total serv.	Area of Origin			Mental Level			Ages			Service	
		D.C.	Md.	Va.	Mild	erate	Sev-	Pre-school	Sch. age	Post Sch.	Day	Resi- dent
D.C. Soc. Cripp. Child.	96 ^{1/}	31	?	.	21	4	24	96	--	--		--
Dist. Train. School	381 ^{2/}	381	--	--	18	118	245	61	290	30	--	381
Help for Re-tarded Child.	30 ^{3/}	29	1	--	--			3	27	--	30	--
Jew-ish Found. for R.C.	30 ^{4/}	26	4	--	--			--	24	6	30	--
Ken. Inst.	82 ^{5/}	13	61 ^{6/}	3	20%	60%	20%	20	59	3 not in sch.	47	35
Mont. Co. A.R.C. Pre-sc. Pilot sc. for blind child.	120	58	57	5	110	10	--	--	120	--	120	--
pTrain- Uable Belass.-	40	2						2				
L I C S C H O L S	15	10	4	1	--	x	x	2	13	--	15	--
Special Academic Curriculum	7/250	250	--	--	--	250		--	250	--	250	--
Elem. 8/	3145	3145	--	--	3145	--	--	--	3145	--	3145	--
Jr. 9/ High	4209	4209	--	--	4209	--	--	--	4209	--	4209	--
Sr. 10/ High	1629	1629	--	--	1629	--	--	--	1629	--	1629	--
St. Gertrude's Sch. Arts & Crafts	12/45	6	23	4	45	--	--	--	45	--	9	36
St. Johns Ch. Develp. Centr.	50	26	21	3	33	17	--	8	42	--	50	--
St. Maurice Day Sch.	14/97	8	86	3	x	x	--	--	97	--	97	--
Facilities For Delinq. Child.												
Maple Glen	15/	34	--	--	24	8	2	--	34	--	--	34
Cedar Knoll	16/	76	--	--	52	19	5	--	76	--	--	76

[illegible]

Footnotes:

This information is somewhat out of date at present since figures were gathered through June, 1965. Notable changes are the increase of children in Trainable classes in Public Schools, the dissolution of the Help for Retarded Children's Nursery-Primary School, the increase of enrollment at St. John's Child Development Center and decrease of enrollment in Public School Special Academic classes.

- 1/ Forty seven children have at least average intelligence.
- 2 / Public residential facility serving D.C. retarded children and adults.
- 3/ Nursery- Primary School.
- 4/ Prevocational Program.
- 5/ Five residents came from other areas.
- 6/ 15 from Prince Georges County and 46 from Montgomery County.
- 7/ 34 classes ages 7 to 16.
- 8/ 192 classes in 99 schools - 40 on Visiting Instruction.
- 9/ Ages 13 to 17, 36 at Sharpe Health School, 10 on Visiting Instruction.
- 10/ Ages 16 to 20; 9 at Sharpe Health School, 5 on Visiting Instruction.
- 11/ Ages 7 to 18 years.
- 12/ Twelve residents came from other areas.
- 13/ Will increase to 125 by 1970-71.
- 14/ Ages 6-16.
- 15/ Younger males served 7 to 15 years of age.
- 16/ Older males and females aged 11 to 18 years served.

224

... ..
... ..
... ..
... ..
... ..

... ..
... ..
... ..
... ..
... ..

... ..
... ..
... ..
... ..
... ..

... ..
... ..
... ..
... ..
... ..

... ..
... ..
... ..
... ..
... ..

... ..
... ..
... ..
... ..
... ..

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
Franklin Administration Building
Thirteenth and K Streets N.W.
Washington 5, D.C.

Assistant Superintendent
Industrial Education
Adult Education
Summer Schools

April 23, 1965

Mr. Manford Hall
D.C. Department of Public Health
Room 4147
300 Indiana Avenue, N.W.
Washington, D.C.

Dear Mr. Hall:

As a member of the Working Party on Education, attempting to use the reporting form distributed at the April 6th meeting, I find that it is not suitable for reporting vocational education services available to the mentally retarded in the D.C. Public Schools. In lieu of the form, Mrs. Strauss suggested that I make a brief statement which might be helpful.

The programs in our vocational high schools are designed for the 90 plus I.Q. student, however, mildly retarded students who have completed the 9th grade have been enrolled in some cases. These latter students enter the same shop classes with the more able students, but may not be able to progress further than a single or semi-skilled phase of the shop subject. Our vocational programs are limited to the senior high school level (10 - 12 grades) and do not embrace programs specifically designed for the mentally retarded.

Sincerely yours,

Robert J. Volland
Director

April 23, 1965

TO: Mr. Manford Hall
Planning Coordinator for Mental Retardation
for the District of Columbia

Research Project in Mental Retardation - Saint Elizabeths Hospital

Mentally retarded patients in a mental hospital present specific problems in treatment and in help needed to return to the community. Mental retardation has been a contributing factor to whatever personality difficulties they manifest and will continue to be a factor in their adjustment after leaving the hospital. The community gives relatively little attention to the mental health problems of retarded adults who have been subjected throughout their lives to the pressures from which we are at last trying to protect retarded children.

We can rarely speak realistically about rehabilitation of mentally retarded patients. This term implies that a patient has previously made a social and vocational adjustment which may be reestablished. Few mentally retarded patients have before coming to the hospital developed vocational skills. Few have families who are prepared to help them. A large proportion of mental patients on all levels of ability need help to develop new and more successful patterns of living by changing their attitudes toward themselves and their environment. The mentally retarded patients need this and often need also help in developing the minimum social, intellectual, and vocational skills necessary to live in the community. Their low level of language development often makes it difficult for them to utilize the usual therapeutic and rehabilitation services available.

The Hospital staff has made consistent efforts to meet the individual needs of these patients and has been aware that they could profitably be studied in a group in order to identify their common problems and to develop more effective methods of treatment and rehabilitation. It has recently become possible for some staff time to be given to this project which is now in the process of development by the Program for Research in Personality Assessment of the Behavioral Studies Branch.

Margaret Mercer, Ph.D
Dir., Program for Research in
Personality Assessment Behavioral
Studies Branch, St. Elizabeths Hospital

JEWISH FOUNDATION FOR RETARDED CHILDREN, INC.

April 11, 1965

Mrs. Ruth Strauss
Supervisor of Secondary Education
D.C. Public Schools
Franklin Building
13th & K Streets, N.W.
Washington, D.C.

Dear Mrs. Strauss:

It was indeed a pleasure to attend your vigorous meeting the other day. I quite agree with you that we did have to begin by making each one of us conscious of everyone else's activities. That was by way of determining the water level -- now how can we raise it?

To a great extent, I believe that we will raise the level of service for the retarded by doing more all along the line. But perhaps it is possible to pinpoint certain areas where small changes could make enormous differences. For example --

1. I think we must come to a clear definition of the lower limits of cooperativeness in children that will be accepted in public schools. Perhaps we might steer clear of the IQ and rely on the ability of a child to benefit by group activity.

2. I think we should definitely consider the concept of small local schools for severely retarded children rather than isolated classes distributed throughout the City. People benefit from social interaction and also under these conditions, in-service training, which is so essential, could take place.

3. We should provide for the appropriate geographical distribution of these small classes. Dr. Fouracre, in cooperation with the D.C. schools, did a beautiful study on architectural planning of special classes, and I think it should be utilized sooner or later.

4. We should consider accepting retarded children into school before the sixth birthday. Many are considering taking them as early as they are able to fit into a group situation.

5. We should have more clinical services for children and we should publicize these services and help parents feel that they will benefit from utilizing them.

6. There should be a vast program of parent education and also public education.

7. We should by all means initiate a program of day care for difficult children that cannot fit into school, and this service should be planned in association with a parent counseling program.

8. Finally, we should press the school authorities to work toward providing tuition grants for children who cannot be treated in public facilities. There will always be need for private service because I doubt that within our lifetime public services will ever suffice to give community care to all the children, so we may as well regard them as a necessary part of the total social mechanism for dealing with this problem.

These are my basic thoughts. I hope that I will be able to attend the next meeting. In the event that I am unable, you at least have my thoughts.

I am happy to participate in your Committee.

Very sincerely yours,

E. PAUL BENOIT, Ph.D.,
Director.

THE UNIVERSITY OF CHICAGO
DIVISION OF THE PHYSICAL SCIENCES
DEPARTMENT OF CHEMISTRY

RECEIVED
JAN 10 1964

FROM
DR. J. H. GOLDSTEIN

TO
DR. J. H. GOLDSTEIN
1515 EAST 59TH STREET
CHICAGO, ILL. 60637

RE: [illegible]

DATE: [illegible]

BY: [illegible]

ENCLOSURE

GOVERNMENT OF THE DISTRICT OF COLUMBIA
DEPARTMENT OF PUBLIC WELFARE
Children's Center
Laurel, Maryland

April 13, 1965

Mr. Manford Hall
D.C. Department of Public Health
300 Indiana Avenue
Washington, D.C.

Dear Manny:

As I listened to the members of the Committee speak during our April 6th meeting the following major problems, needs or issues were brought to mind. This listing is ordered not in a priority fashion, but simply as I thought of them:

1. There seems to be a need for involvement of mentally retarded individuals in a school program at a very early age. Therefore, adequate diagnostic facilities to identify the retarded child are needed. Staff and physical facilities to provide pre-school programs are greatly needed.
2. Vocational training for the mentally retarded seems to be an issue which would be of concern not only to the Department of Vocational Rehabilitation, but to public schools, private schools and other agencies training mentally retarded individuals.
3. Scholarship funds are needed in order that students from poor families may be involved in training programs. The State of Maryland provides a tuition of \$600.00 per year for any individual whose needs cannot be met by the public schools. Perhaps a review of the D.C. Code would help us to determine if such a tuition plan is now available in the District of Columbia, or if there is perhaps a precedent established for requesting such financial assistance for mentally retarded students.

4. More public school facilities, both for the trainable and the educable mentally retarded individual are needed. This would in many cases eliminate the need for placing numerous retarded individuals in residential institutions.
5. The supply of well trained teachers is grossly inadequate. Perhaps we could briefly review the requirements for teachers working in various education and training programs that are now in existence in order that we may determine what these requirements might ideally be.
6. Many educable mentally retarded children are committed to the District Training School because there is apparently no satisfactory home situation. It is my opinion that there is a need for some kind of foster home or group home situations where these individuals might remain in the community and participate in community programs rather than having to spend many years of their lives in an institutional setting and perhaps never be able to return to the community because of their lack of independence and social skills.
7. Sheltered workshop facilities are grossly inadequate in the District of Columbia and if available would provide not only training, but full-time employment for many trainable mentally retarded individuals. At the present time there is legislation before the House of Representatives which would provide tremendous financial assistance to Sheltered Workshop programs. It would perhaps be of interest to the group and should be reviewed.
8. Educational and training services for the mentally retarded should be extended to age 20 and beyond. This extended service should also be made available through public school programs as well as through other institutions.
9. There seems to be a need for curriculum development for the education and training of mentally retarded.
10. The employment of teacher aides, as well as the training of teacher aides to assist teachers of the mentally retarded would be an area that this group should discuss.

11. Who will be responsible for educating and training the multiple handicapped mentally retarded individual (the emotionally disturbed retardate, the blind retardate, the deaf and/or mute retardate, the physically handicapped retardate, etc.)?
12. What might be further done to stimulate employment for the retarded?
13. How might services of the many institutions serving retarded individuals be coordinated in an attempt to eliminate duplication of services to an individual or family?
14. What should an adequate physical plant for the education and training of mentally retarded consist of? The Department of Health, Education and Welfare through their Architectural and Engineering Branch is making an interesting study of this topic and it may be of interest to the Committee.

These are my preliminary thoughts very roughly and briefly stated. Perhaps they will provide some stimulation for further discussions and exploration of this vast problem. Attached also find the data sheet concerning the population of the District Training School.

Sincerely yours,

J. L. WYATT,
Acting Superintendent of Schools

LEVEL	PRE-SCHOOL AGE 0-5 Maturation & Development	SCHOOL AGE 6-21 Training & Education	ADULT 21 & OVER Social & Vocational Adequacy
PROFOUND	Gross retardation; minimal capacity for functioning in sensori-motor areas; needs nursing care.	Obvious delays in all areas of development; shows basic emotional responses; may respond to skillful training in use of legs, hands and jaws; needs close supervision.	May walk, need nursing care, have primitive speech; usually benefits from regular physical activity; incapable of self maintenance.
SEVERE	Marked delay in motor development; little or no communication skill; may respond to training in elementary self-help, e. g., self-feeding.	Usually walks barring specific disability; has some understanding of speech and some response; can profit from systematic habit training.	Can conform to daily routines and repetitive activities; needs continuing direction and supervision in protective environment.
MODERATE	Noticeable delays in motor development, especially in speech; responds to training in various self-help activities.	Can learn simple communication, elementary health and safety habits, and simple manual skills; does not progress in functional reading or arithmetic.	Can perform simple tasks under sheltered conditions; participates in simple recreation; travels alone in familiar places; usually incapable of self maintenance.
MILD	Often not noticed as retarded by casual observer, but is slower to walk, feed self and talk than most children.	Can acquire practical skills and useful reading and arithmetic to a 3rd to 6th grade level with special education. Can be guided toward social conformity.	Can usually achieve social and vocational skills adequate to self maintenance; may need occasional guidance and support when under unusual social or economic stress.

[The page contains extremely faint, illegible text, likely bleed-through from the reverse side. The text is organized into several columns and paragraphs, but no specific words or phrases can be discerned.]

**Department of Pupil Personnel Services
Public Schools of the District of Columbia**

**SOME CRITERIA ON WHICH PSYCHOLOGISTS BASE
RECOMMENDATIONS FOR PUPILS TO BE PLACED
IN SPECIAL ACADEMIC CURRICULUM ***

We agree that there should be some flexibility between the Special Academic Curriculum and regular programs. It should be stressed that factors other than the I.Q. of the student, such as extent of his involvement in the academic program, pattern of maturation, experiential background, and achievement level should be considered.

Placement in Special Academic Curriculum classes is made on the recommendation of the Psychological Services Unit of the Department of Pupil Personnel Services. The following factors are considered:

1. The school history as indicated by study of the child's cumulative and health records together with reports of classroom performance as disclosed by the teacher, counselor, and principal.
2. The intellectual functioning level of the child as appraised by use of appropriate tests and clinical judgment exercised by the school psychologist in consultation with teacher, counselor, and principal. It is expected that children within the I.Q. range of 50 to 75 will be considered for Special Academic Curriculum classes. Whether the marginal cases (I.Q.'s near 50 and those near 75) are actually recommended for the Special Academic Curriculum placement depends upon the psychologist's evaluation of all other available data, particularly interpretation of sub-test data and observation of the child's behavior during the testing situation together with such additional testing as might be indicated. It is not expected that pupils with marginal scores due to factors related to educational retardations will be recommended to the Special Academic Curriculum.

* The "basic curriculum track" was retitled "Special Academic Curriculum". This was recommended by the Superintendent in his "No Retreat in the Drive for Excellence", to the Board of Education and approved by the Board of Education at the April 22, 1965 Board Meeting.

3. It is expected that the child will be functioning at least three years below grade level. No child will be recommended to the special academic class who is doing satisfactory work in a regular class.
4. The child will have reached the chronological age of seven before consideration for Special Academic Curriculum placement. In those cases where Special Academic Curriculum placement is indicated, and the child has not reached the chronological age of seven, junior primary class placement can be recommended.
5. Interchange between the Special Academic Curriculum and regular program will be flexible on the basis of consultations between the teacher, principal, counselor, and school psychologist evaluating the rate of progress manifested by the child. Periodic re-appraisals supply additional data on which to base this kind of interchange.

Aileen H. Davis
Assistant Superintendent

May 7, 1965

APPROVED:

/s/ CARL F. HANSEN

Carl F. Hansen, Superintendent of Schools

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
Franklin Administration Building
Washington, D. C.

April 29, 1965

PROMOTION POLICIES
ELEMENTARY - JUNIOR HIGH SCHOOLS

In general, children who are being promoted on the normal age level of eleven years, seven months to twelve years, six months, will present achievements at a minimum of 5.0 at the time of the sixth grade tests. It is expected that most children will have achieved considerably above this minimum.

CRITERIA FOR PROMOTION OF REGULAR PUPILS

1. Students of below average ability and whose achievement level is below the fifth grade should not be promoted to the junior high schools until they have reached the age level of thirteen years, seven months, and have spent one year in the sixth grade. Further retention for the good of the child is at the discretion of the principal.

2. It is expected that below average children will need one or two additional years in the elementary schools to obtain minimum standards of achievement. The suggested minimum standards of achievement listed below are to be used as a guide, not as an arbitrary standard:

<u>I. Q.</u>	<u>6th Grade Score - March</u>
100 plus	6.5 minimum
90-99	5.0 minimum
80-89	4.5 minimum
75-79	4.0 minimum
Under 75	Classed as Special Academic

3. Children entering the city at thirteen years, seven months, or above, should be placed in the junior high schools. They should not be placed in an elementary school regardless of previous school experience unless recommended for different placement by the Department of Pupil Personnel.

*** CRITERIA FOR PROMOTION OF SPECIAL ACADEMIC
PUPILS**

1. Special Academic pupils who will be thirteen years, seven months old by September 15, of the following school year, may be transferred from elementary schools to junior high schools if this seems desirable.

2. There will be no other transfers of Special Academic Pupils to the junior high schools during the school year except in special cases where the approval of the principals of the schools concerned and the Director of Special Education has been obtained.

3. The classification of pupils to be placed in the Special Academic curriculum must be upon the recommendation of the Department of Pupil Personnel Services. However, in cases where a clinical is pending and all other evidence indicates that the child belongs in a Special Academic class, he is to be transferred to the junior high school in accordance with the statement in Section 1.

4. Any children who have been placed in a Special Academic class and who are not educably retarded but who were placed there because of remedial difficulties should go on the regular list for junior high school and not on the Special Academic list.

EDITH A. LYONS
Assistant Superintendent of Schools

JOHN D. KOONTZ
Assistant Superintendent of Schools

(*) - Special Academic is the term now used for the former Basic classification.

D. C. PUBLIC SCHOOLS

<u>TYPE OF CLASS</u>	<u>I. Q.</u>	<u>CRITERIA FOR ADMISSION</u>	<u>COMMENTS</u>
<p>Classes in <u>Easic Education</u>:</p> <p>Mentally Retarded Pupils and Slow-Learners, Elementary, Junior, and Senior High Schools.</p>	<p>55-85</p>	<p>Pupils in Easic Education fall in two groups; those with I. Q. 's of 75 or below and those with I. Q. 's of 75 to 90 with a marked degree of retardation.</p> <p>Placement of the first group is made on recommendation of the Department of Pupil Personnel Services after clinical examination where there is clear indication that such placement is justified. Classes in this group should have a pupil-teacher ratio of 18 to 1.</p> <p>Placement of the second group will be made by the principal on the basis of the degree of retardation. Pupils in this group must have achievement in reading and arithmetic 3 years below grade level. The principal may request clinical examination of any pupil in this group when he feels that such an examination is needed.</p>	<p>The aim of the Basic Program should be the up-grading of children. Those who are academically retarded will be placed in basic programs and moved out when their development has reached acceptable standards. Flexibility between the basic and regular program should be stressed. Factors, other than I. Q., such as achievement level, motivation, and interest need to be considered in the placement of pupils. Organization of classes in the Basic Program should be determined by the particular building situation and may begin as early as the first grade. Basic curricula and guides to be used for these groups.</p>
<p>Severe Mental Retardation Trainable</p>	<p>35-55</p>	<p>Toilet trained, ambulatory. Psychological study, evaluations and certification for placement by Pupil Personnel Services. Physical examination by D. C. Health Department. Placement by Director of Special Education.</p>	<p>Develop potential for self-care and group living. Ages 16. Referred to Vocational Rehabilitation at age of 16 years. Transportation is provided.</p>

D. C. PUBLIC SCHOOLS

EXCLUSIONS

Exclusions of pupils from District of Columbia Public Schools, who are within the compulsory school attendance age, but who are not able to profit from school instruction, are as follows:

1. All applications in such cases are referred to the Department of Pupil Personnel Services.
2. A written report on the investigation is submitted to the Board of Education, through the Superintendent, covering the following points:
 - a. Results of official mental examination of pupil
 - b. Record of school attendance and progress
 - c. Social history of pupil
 - d. Present status
 - e. Recommendation of investigators
3. The Superintendent of Schools is authorized to excuse the pupil from school attendance by executive order, if in his judgment the facts in the case warrant such action, subject to the approval of the Board of Education at its next meeting.
4. The principal, Department of School Attendance and Director of Special Education are notified of such exclusions.
5. All records of such exclusions are filed in the Department of Pupil Personnel Services and the Department of School Attendance.
6. All such exclusions are temporary and may be reviewed after one year upon application of parent or guardian and/or upon the recommendation of the school psychologist.
7. Parents or guardians are notified of the action taken by a letter from the Secretary of the Board of Education.

D.C. SOCIETY FOR CRIPPLED CHILDREN
2800 13th Street, N. W.

I. ADMISSION CRITERIA FOR PRESCHOOL (Separate from other Society services)

Children between the ages of three and seven years of age who need physical therapy, occupational therapy and/or speech therapy, and/or Special Education Preschool training are accepted at the Society.

Admission Procedures:

1. Parent makes application to the Medical Director.
2. Case history is taken and records are requested of other schools, agencies and Medical Centers who have knowledge of the child.
3. Medical Director examines the child and plans further diagnostic procedures where indicated.
4. Psychological evaluation is scheduled and usually completed before child enters school program.

II. PLACEMENT AND TRANSFER

1. Child is initially placed in classes after diagnostic procedures have begun.
2. Placement is made on basis of recommendation of Medical Director, psychologist and Coordinator.
3. No formal transfer policies are in effect.
4. Child is transferred from original group to more appropriate class after Staff Conference discussion and knowledge of Medical Director.
5. Placements are made throughout the year but primarily in September and January.
6. Referral is made to Public School Special Education Department when child is chronologically eligible.

III. EXCLUSION CRITERIA

1. Children are retained in preschool classes if an effective program aimed at meeting their needs can be arranged.

2. If effective program cannot be arranged for child, referral to the existing facilities is made by Medical Director.

3. Pertinent information is forwarded only with written request of parents.

IV. PROVISIONS FOR CONTINUOUS EVALUATION

1. All children are evaluated in each of the therapy departments twice a year.

2. Interpretations of these evaluations are made to all Staff members and recommendations for integrating educational and therapy (medical) programs are given by the Medical Director, psychologist and program coordinator.

3. Psychological evaluations are scheduled yearly or at request of Staff members.

4. Parents are free to request consultation with Medical Director in addition to routine parent conferences held by teachers, Staff Psychologist and Program Coordinator.

The first part of the paper is devoted to a general discussion of the problem of the existence of solutions of the system of equations (1) for arbitrary values of the parameters α and β . It is shown that the system has solutions for all values of the parameters α and β if the function $f(x)$ is continuous and has a bounded derivative.

In the second part of the paper the problem of the existence of solutions of the system of equations (1) for arbitrary values of the parameters α and β is solved. It is shown that the system has solutions for all values of the parameters α and β if the function $f(x)$ is continuous and has a bounded derivative.

In the third part of the paper the problem of the existence of solutions of the system of equations (1) for arbitrary values of the parameters α and β is solved. It is shown that the system has solutions for all values of the parameters α and β if the function $f(x)$ is continuous and has a bounded derivative.

In the fourth part of the paper the problem of the existence of solutions of the system of equations (1) for arbitrary values of the parameters α and β is solved. It is shown that the system has solutions for all values of the parameters α and β if the function $f(x)$ is continuous and has a bounded derivative.

In the fifth part of the paper the problem of the existence of solutions of the system of equations (1) for arbitrary values of the parameters α and β is solved. It is shown that the system has solutions for all values of the parameters α and β if the function $f(x)$ is continuous and has a bounded derivative.

In the sixth part of the paper the problem of the existence of solutions of the system of equations (1) for arbitrary values of the parameters α and β is solved. It is shown that the system has solutions for all values of the parameters α and β if the function $f(x)$ is continuous and has a bounded derivative.

In the seventh part of the paper the problem of the existence of solutions of the system of equations (1) for arbitrary values of the parameters α and β is solved. It is shown that the system has solutions for all values of the parameters α and β if the function $f(x)$ is continuous and has a bounded derivative.

In the eighth part of the paper the problem of the existence of solutions of the system of equations (1) for arbitrary values of the parameters α and β is solved. It is shown that the system has solutions for all values of the parameters α and β if the function $f(x)$ is continuous and has a bounded derivative.

In the ninth part of the paper the problem of the existence of solutions of the system of equations (1) for arbitrary values of the parameters α and β is solved. It is shown that the system has solutions for all values of the parameters α and β if the function $f(x)$ is continuous and has a bounded derivative.

THE PILOT SCHOOL FOR BLIND CHILDREN, INC.
3100 Military Road, N. W.
Washington, D. C.

May - 1965

THE CRITERIA USED IN THE EDUCATIONAL PROGRAM
OF PILOT SCHOOL

General Information: The Pilot School serves multiply-handicapped blind children who have not been able to gain admission to the established school systems because of their extreme deviations.

1. Admission criteria: (Multiply-handicapped blind children)

A. Requirements for admission:

1. Blindness: total, legal, or functional
2. Complicating problems: - as behavior, speech, or learning disabilities
3. Medical, social and psychological histories
4. Parent agreement to cooperate in the program for parents, as well as the follow-up school program for the child.

B. Admission procedure:

1. Interviews:

- a. Parents and child with the director
- b. Parents and child with the psychiatrist
- c. child seen by the teacher

2. Home visits:

- a. by director and psychiatrist
- b. by teacher
- c. planning conference (staff with psychiatrist)

3. Home teaching - for counseling and to establish needs and methods.

4. Individual sessions at home and at school

5. Class participation, with individual work continuing at school.

C. Reporting procedures:

1. School forms: such as

- a. application - (giving basic information by parents)
- b. evaluation on admission covering - child's functioning in terms of blindness (cues used, etc.) and primary sensory area, etc.

2. Diary: (required of each member of the staff, volunteers, parents, and requested of visitors and anyone in contact with the children) Incidents, reactions, and interpretive implications are written out as soon as possible after they occur. These are studied at regular weekly conferences, and become raw data for the annual year-end study of the progress of the child and adequacy of the program.

3. Children reports to parents

Annual reports are submitted to the area boards of education (if requested)

II. Transfer criteria:

This is the area of real problems. Transfer is not only the evaluation that the child is ready to proceed but involves the timing of acceptance by the next placement. We have established internal criteria, and transfer procedures - at which point we are stopped by the other "agency" intake procedure.

A. School evaluation:

1. Evidence of child's progress in ability to:

- a. control behavior, and/or improvement in presenting problems to a degree supposedly meeting commission criterial of more normal/or other programs offering more advantage.
- b. perform academic tasks

B. Procedure:

1. Referral to the pupil appraisal services of the appropriate area school.

School division for re-evaluation and re-placement.

Communication in this area is poor. Psychological instruments for the testing of multiply-handicapped blind children are generally recognized as inadequate. The interpretation and evaluation made by the special services of the pilot school concerning the capacity of the child are not successfully integrated into the re-evaluation.

- C. Follow-up:** Periodic review contacts with family including interviews with the child.

Exchange of adjustment and prognostic studies between the referring and the accepting placement during the first year.

(Not yet achieved)

Parents are regarded as the decisive, responsible persons in planning. A child may be withdrawn (or institutionalized) on parents' decision. Counseling with the psychiatrist and/or director is available on request or planned.

III. Exclusion criteria:

- A. Probational status:** None ... the goal is to explore every possibility of help: one technique is the use of exclusion when parents do not cooperate (as established as a criteria of acceptance ... so far this requirement serves to re-establish relationship, and does not seem to properly come under an exclusion criteria. We have used it, however, for a full term ... and would until admission requirements were re-established.

Home visiting, counseling and home teaching are planned during exclusion.

- B. Provisional placements:** None

- C. Referral for other than public school placement:
as above ... transfer procedure E.
goal is placement in a Mo reaching group
(institutionalization is regarded as a last resort but
the parents' right of decision is supported as fully
as help to avoid the necessity to institutionalize
because of no other supportive resource.)

IV. Provision for periodic or continuous evaluation. See IC and IIB.

The Pilot School Program is essentially a continuous study program day by day.

Specific school programs of study re each child's vision, hearing, mobility are carried on and coordinated with the family medical program.

Psychological studies are focused on developing new scales of the measurement of the skills of blind children (diagnosed as retarded, brain-damaged, emotionally disturbed) believed to be not reflected in present psychological instruments).

ST. JOHN'S DEVELOPMENT SERVICES FOR CHILDREN
5921 UTAH AVENUE, N. W.
WASHINGTON, D. C. 20015

I. ADMISSION CRITERIA

Both educable and trainable mentally retarded children between the ages of 4-1/2 and 18 years are accepted at St. John's.

Admission Procedure:

1. Make formal application by completing the information requested on the admission form.

2. Attached to the application blank is a case history form which should be filled out to the best of the parents' ability. This information is essential in assisting the St. John's staff to understand the child's educational needs and to determine whether or not the St. John's program will be helpful to the child.

3. A complete physical and psychological examination must be furnished as a part of the admission procedure. It is the parents' responsibility to request that this information be sent to St. John's. If the child has been enrolled in school(s), these records, too, should be forwarded to this office. Likewise, if a speech evaluation has been made or if the child has had speech therapy, these reports should be received before the faculty admission committee acts upon the application.

4. After the above information is in the office of the Director of St. John's, an interview with the parent(s) and child will be scheduled. This visit is best during school hours, thus giving the parent(s) an opportunity to see the program and meet the faculty.

During this visit the screening device developed by the staff at St. John's is administered to help identify functioning level and learning disabilities. The child is then placed in a classroom situation for a short period of time in order to observe his behavior in a group situation.

5. Following the interview, a written decision of acceptance or rejection is forwarded to the parents. If rejected, the reason is given and recommendations are made regarding suitable facilities in this area.

II. PLACEMENT AND TRANSFER

Children are initially placed in classes on the basis of the reports from diagnostic clinics and the screening done at St. John's. Children are sometimes transferred from this class to another if the original placement is not satisfactory. No formal transfer policies are in effect. Transfer to another class or another school may be made at any time during the school year.

III. EXCLUSION CRITERIA

Children are admitted to St. John's on a trial basis. The probationary period is usually of three months' duration, allowing the staff time to make the necessary adjustments in programming for the child so that the most effective kind of education can be determined.

At the end of this three month period, a conference is held with the parents to report on the progress shown during this period. Suggestions and recommendations are made relative to continuance in St. John's program or referral to a more suitable program if indicated. Progress reports are made to the parents at regular intervals during the school year and parent conferences are scheduled whenever requested or recommended by the staff.

Children continuing in the program at St. John's are expected to show at least minimal educational progress.

Occasionally progress may not be evident during the initial probationary period. In these cases, provisional placement may be continued for an indefinite time.

Enrollment in the program will terminate when the child reaches his eighteenth birthday. The professional staff will work closely with the parents in assisting with placement in some type of continuing education.

The faculty committee is charged with the responsibility for the admission and discharge of all children in the program. The decision of this committee is final.

When it is necessary to discharge or exclude a child from St. John's program, referral is always made to other existing facilities and copies of all pertinent information is forwarded upon request with permission from the family.

IV. PROVISION FOR CONTINUOUS EVALUATION

All children are scheduled periodically for psychological and educational evaluations. Each new admission is evaluated by the staff psychologist within a six months period after entrance. The results of this evaluation are

interpreted to the teacher by the psychologist. Specific suggestions are made to the teachers regarding the education of each child by the psychologist and the program coordinator. Achievement and supplemental psychological testing is done as often as indicated. Problems in learning and/or behavior are discussed and further testing is given when needed. Expansion of the present program will include the services of psychiatric consultants.

**D.C. CHILDREN'S CENTER
EDUCATION DEPARTMENT
Laurel, Maryland**

**ADMISSION, PLACEMENT AND RELEASE OF CHILDREN'S
CENTER RESIDENTS**

1. Commitment to the Children's Center.

A. Retardates - District Training School

Procedures for commitment to the District Training School are established by the District of Columbia code. This code provides for commitment of feeble-minded persons who are not more than 45 years of age. The phrase "feeble-minded persons" is defined as any person afflicted with mental defectiveness from birth or from early age so pronounced that he is incapable of managing himself and his affairs or being taught to do so and who requires supervision, control and care for his own welfare or the welfare of others or for the welfare of the community and is not insane nor of unsound mind to such an extent as to require commitment to St. Elizabeths Hospital. If a resident of the District of Columbia is supposed to be feeble-minded his guardian, any relative or any reputable citizen of the District of Columbia may file a written petition for the commitment of this individual to the District Training School.

The Court is also responsible for appointing two physicians, at least one of whom shall be skilled in the diagnosis, and treatment of mental diseases to make an examination of the alleged feeble-minded person and determine his mental and physical condition and certify their findings before the United States District Court for the District of Columbia. It then becomes the responsibility of this Court to decide, based upon the information presented, if the individual is eligible for commitment to the District Training School.

B. Delinquents - Maple Glen School and Cedar Knoll School

The Juvenile Court of the District of Columbia, under the stipulations of the District of Columbia Code, commits

juvenile offenders to the District of Columbia Department of Public Welfare. It then becomes the responsibility of the Department of Public Welfare to decide whether this individual will be cared for at Maple Glen School, Cedar Knoll School or some other appropriate public or private institution.

II. Placement in Educational Programs

A. Retardates - District Training School

After an individual has been committed to District Training School it becomes the responsibility of the School Principal to decide upon an appropriate placement in the education program. Those individuals who fall within the profoundly retarded group are not placed in an education or training program. In the case of all students the Principal carefully reviews the material which was accumulated for the District Court. This material includes detailed information concerning the:

- Present Problem
- Present Home Situation
- Family History and Background
- Mother's Medical History During Pregnancy
- Patient's History
 - Neo-Natal Factors
 - Development History
 - Medical History
 - Psychological Testing
 - Previous School
 - Religion
 - Social Security, OASI or other Benefits
 - Financial Status of Family
- Current Description of Patient

Following the review of this material each individual is seen in a conference with the Principal and/or Assistant principal. During this conference additional informal tests situations are structured and careful observations of the student's responses are recorded. These informal tests range from observations of sensory motor skills to brief adapted achievement tests in reading and arithmetic. The student is then assigned to a class group based on the information referred to above, the assets and liabilities of the teacher and the existing composition of the class

group. All class placements are on a trial basis and are subject to change upon a review of the teacher's observations of the child's performance and adjustment during the first one to two weeks of involvement in the program.

B. Delinquents - Maple Glen School and Cedar Knoll School

Any individual in this population who is 16 years of age or under must participate in the school program. Anyone over 16 is encouraged to participate and, of course, is allowed to should there be a desire for school attendance. Those students over 16 who refuse to attend school are placed in a work training assignment within the institution. The more successful individuals in the work training program are helped to secure paying jobs in the local community once they have demonstrated saleable skills and job related responsibilities.

Those students who are placed in the Education program are grouped for class activities through the consideration of the following criteria: academic achievement level, social maturity, chronological age, physical size, the individual teacher's assets and liabilities, and the composition of the group for which he is being considered. All class placements are subject to change following an evaluation of the teacher's observations of the student's behavior during the first two weeks of placement in the program.

III. Exclusion or Release

A. Retardates - District Training School

Release or exclusion from school for any reason is decided upon through a committee process. Represented on these committees are staff from the Education Department, Social Service, Cottage Life, Institutional Administration, Department of Vocational Rehabilitation, and in some cases the Psychologist and Psychiatrist. Students may be excluded or released from school to a work training assignment, to an actual paying job placement, to Department of Vocational Rehabilitation for work and/or additional training, to the Seclusion Cottage, to a parole status, or to make room in the program for

an individual with a better prognosis for benefit and success. Actual release from the institution requires that the Court set aside the original commitment. This is possible only if (1) the person adjudged to be feeble-minded is in fact found not to be feeble-minded, (2) because the individual has improved to the extent of being able to care for himself, (3) relatives or friends of the feeble-minded person are able and willing to supervise, control, care for and support him and requests his discharge, and if, in the judgment of the administrator of the institution, no evil consequences are likely to follow such discharge.

B. Delinquents - Maple Glen School and Cedar Knoll School

In these institutions any program change is also decided by a multi-disciplinary committee. Students who are beyond 16 years of age may be released from school to participate fully in work training programs, to work in paid positions or to the Seclusion Cottage. Students who are under 16 years of age are dropped from school while in the Seclusion Cottage but are re-entered upon release from this cottage. Release from Maple Glen School and Cedar Knoll School programs is also a committee decision involving staff from the Education Department, Social Service, Cottage Life, Institutional Administration, the Child Welfare Department and in some instances the Psychologist, Psychiatrist and representatives of Department of Vocational Rehabilitation. Decision for release may stipulate that the student will return to the community and a public school placement. In some situations involving individuals beyond school age, placement in public school programs upon release is not recommended.

Jim Wyatt

1. The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that this is crucial for the company's financial health and for providing reliable information to stakeholders.

2. The second part of the document outlines the procedures for handling customer inquiries. It states that all inquiries should be addressed promptly and professionally, and that the company should strive to provide excellent customer service at all times.

3. The third part of the document describes the process for managing inventory. It notes that the company should maintain a sufficient stock of goods to meet customer demand, while also avoiding overstocking, which can lead to increased costs and potential waste.

4. The fourth part of the document discusses the company's marketing strategy. It highlights the importance of identifying target markets and developing effective marketing campaigns to reach these markets and drive sales.

5. The fifth part of the document outlines the company's human resources policy. It states that the company should attract, develop, and retain the best talent, and that it should provide a supportive and motivating work environment for all employees.

6. The sixth part of the document discusses the company's financial management. It notes that the company should maintain a strong financial position, with adequate cash flow and low levels of debt, to ensure its long-term success.

7. The seventh part of the document describes the company's risk management strategy. It states that the company should identify potential risks and develop strategies to mitigate these risks, thereby protecting the company's assets and ensuring its continued operation.

8. The eighth part of the document discusses the company's environmental policy. It notes that the company should strive to minimize its environmental impact and to promote sustainable practices throughout its operations.

9. The ninth part of the document outlines the company's social responsibility strategy. It states that the company should engage with the community and promote social good, thereby enhancing its reputation and contributing to the well-being of society.

10. The tenth part of the document discusses the company's overall vision and mission. It states that the company's goal is to become a leading provider of high-quality products and services, while also maintaining a strong commitment to its stakeholders and the community.

ST. JOHN'S DEVELOPMENT SERVICES FOR CHILDREN

To: Members of the Working Party on Education of Mentally Retarded Children and Youth

From: M. H. Fouracre

Re: Report to be considered at meeting on May 11, 1965.

The following is an excerpt from "Report on School Building Needs for an Effective Education Program for Trainable Mentally Retarded Children" submitted to the Educational Facilities Laboratories, Inc., New York, N.Y., June 1964:

"The Committee members^{1/} agreed that the children to be accommodated in the proposed day school would be those who are classified as being severely and moderately mentally retarded.

"Frequently these lower-functioning children have accompanying learning problems caused by neurological defects, emotional handicaps or cultural deprivation. These children have retarded language development and motor coordination which are often commensurate with their lower mental ability. From an educational point of view, the children are those whose mental levels approximate one-half of their chronological ages, but because of accompanying learning disabilities, have difficulty in being placed in existing special classes for the so-called educable or mildly mentally retarded.

"The Committee decided that the children considered in this report would have chronological ages between three and twenty-one. The Committee further realized that many public school systems could not legally provide for children as young as three, but that private agencies might possibly serve this pre-school population. In many states the legal school separation age is below twenty-one; however, again older children might be served by some other community agency. No one school or agency would necessarily be required to service the entire age-range-spread in one facility, because the program for younger children differs greatly from that for older children and young adults.

^{1/} Mr. John Riecks, Mrs. Rosa H. Jones, Mrs. Martha Rogers, Mrs. Miriam Tannhauser, Dr. Bertice A. Cornish, Dr. E. Paul Benoit, Mr. Jerome Bernstein and Dr. Maurice H. Fouracre. The latter served as Chairman.

1911

1911

1911

1911

1911

1911

1911

1911

1911

1911

1911

1911

1911

1911

1911

1911

1911

1911

1911

1911

1911

1911

1911

1911

1911

1911

1911

1911

1911

1911

1911

1911

1911

1911

1911

"The Committee believed that these children, because of their limited mental development, must have those experiences which will make them less conspicuous to society and more capable of living in a controlled environment. The school must, therefore, provide experiences for the growth of skills commensurate with an individual child's ability in the following areas: (1) sensory development; (2) motor development; (3) communication; (4) self-care; (5) socialization; (6) useful home and community living; (7) functional symbolic learning and (8) avocational and occupational usefulness.

"The following pages are devoted to these objectives, giving information as to the school activities participated in by the children, the methods, materials and equipment used and the physical facilities needed:

"CURRICULUM OBJECTIVES FOR THE EDUCATION OF TRAINABLE RETARDED CHILDREN

Sensory Development

All Ages CA's 3-21
MA's 2-8

Objective: To have each retarded child develop five senses (vision, audition, tactile, taste and smell) to the maximum of his potential in each area.
Experiences are provided in school which allow the children to develop these senses at their individual rates of growth.

Educational Activities: Music; conversation; games (educational); recognition of objects; recognition of colors; recognition of sounds; following directions; discrimination of similarities and differences; coloring; painting; tracing.

Educational Materials Used: Peg boards; puzzles; toys; clay or play dough; paint; books; pictures; paste; slides; pencils; paper; crayons; beads; blocks; film and film strips.

Equipment: Children's tables and chairs; piano; projector; record player; rhythm instruments
Tables and/or individual desks; chairs.

Physical Facility Needed: Classroom to house a maximum of 15 children. This room should be used as a quiet work room with the minimum of distracting influences.

...the ... of ...
...the ... of ...
...the ... of ...
...the ... of ...
...the ... of ...

...the ... of ...
...the ... of ...
...the ... of ...

...the ... of ...
...the ... of ...
...the ... of ...

...the ... of ...
...the ... of ...
...the ... of ...
...the ... of ...
...the ... of ...

...the ... of ...
...the ... of ...
...the ... of ...

...the ... of ...
...the ... of ...
...the ... of ...
...the ... of ...
...the ... of ...

...the ... of ...
...the ... of ...
...the ... of ...

Speech therapy room for speech and language development - See Communication Section which follows.

Centrally located small 'dark room' for individual teaching of children having perceptual problems.

As the children become older and more capable the educational activities and materials become more advanced but commensurate with the children's mental, physical and emotional abilities.

For the three older groups centrally located lavatories for males and females. The older groups will need a classroom which will simulate a factory work room.

Motor Development

All Ages CA's 3-21
MA's 2-8

Objective: To have each retarded child develop physically to the maximum of his potential. Experiences provided in school which will allow children to develop both large and small muscles, so that they will become better coordinated and less likely to draw attention to their mental retardation because of ungainliness.

Educational Activities: Adapted physical education; games; rhythms; arts and crafts; manipulative activities; printing; writing; typing; music; folk dancing; gardening.

Educational Materials: Scissors; paste; paint and paint brushes; pencils; crayons; paper; arts and crafts media.

Equipment: Wheel toys; slide; swings; jungle gym; balls; typewriters; work bench; mats for tumbling; balancing board; trampoline; record player; sand box; tools; simple shop equipment; yard tools.

Physical Facilities Needed: All purpose room to be shared by 3 or 4 classes of young children; classroom; fenced play yard; covered patio; swimming pool; gymnasium; general shop or work room.

THE UNIVERSITY OF CHICAGO
DEPARTMENT OF THE HISTORY OF ARTS
AND ARCHITECTURE

THE UNIVERSITY OF CHICAGO
DEPARTMENT OF THE HISTORY OF ARTS
AND ARCHITECTURE

THE UNIVERSITY OF CHICAGO
DEPARTMENT OF THE HISTORY OF ARTS
AND ARCHITECTURE

THE UNIVERSITY OF CHICAGO
DEPARTMENT OF THE HISTORY OF ARTS
AND ARCHITECTURE

THE UNIVERSITY OF CHICAGO
DEPARTMENT OF THE HISTORY OF ARTS
AND ARCHITECTURE

THE UNIVERSITY OF CHICAGO
DEPARTMENT OF THE HISTORY OF ARTS
AND ARCHITECTURE

THE UNIVERSITY OF CHICAGO
DEPARTMENT OF THE HISTORY OF ARTS
AND ARCHITECTURE

THE UNIVERSITY OF CHICAGO
DEPARTMENT OF THE HISTORY OF ARTS
AND ARCHITECTURE

THE UNIVERSITY OF CHICAGO
DEPARTMENT OF THE HISTORY OF ARTS
AND ARCHITECTURE

THE UNIVERSITY OF CHICAGO
DEPARTMENT OF THE HISTORY OF ARTS
AND ARCHITECTURE

Communication

All Ages CA's 3-21
MA's 2-8

Objective: To have each retarded child develop his communication skills to the maximum of his ability. Oral communication for the mentally retarded, both expressive and receptive, will be the most important form of communication between the retarded child, his parents, his superiors and his peers; however, for those older, more capable retarded children, limited reading and written expression will be incorporated in the curriculum.
(See Functional Symbolic Learning section which follows.)

Educational Activities: Games involving conversation; activities involving talking and listening; story telling; reading.

Educational Materials: Puppets; books; films; film strips; other educational materials listed above.

Equipment: Teletrainer; tape recorder; record player; group hearing aid; projectors.

Physical Facilities Needed: Classrooms as previously reported; speech therapy room.

Self-Care

All Ages CA's 3-21
MA's 2-8

Objective: To have each retarded child learn to care for his own personal needs; toileting; dressing; personal cleanliness and grooming; eating.

Educational Activities: Dramatics (role playing).

Educational Materials: Films; film strips; records.

Equipment: Projector; record player.

The first part of the paper discusses the importance of the study and the objectives of the research. It also outlines the methodology used in the study and the results obtained. The second part of the paper discusses the implications of the study and the conclusions drawn from the research. The third part of the paper discusses the limitations of the study and the areas for future research.

The study was conducted in a laboratory setting and the results were compared with those obtained in previous studies. The study found that the results were consistent with those obtained in previous studies. The study also found that the results were consistent with those obtained in previous studies. The study also found that the results were consistent with those obtained in previous studies.

The study was conducted in a laboratory setting and the results were compared with those obtained in previous studies. The study found that the results were consistent with those obtained in previous studies. The study also found that the results were consistent with those obtained in previous studies. The study also found that the results were consistent with those obtained in previous studies.

The study was conducted in a laboratory setting and the results were compared with those obtained in previous studies. The study found that the results were consistent with those obtained in previous studies. The study also found that the results were consistent with those obtained in previous studies. The study also found that the results were consistent with those obtained in previous studies.

Physical
Facilities
Needed:

Classrooms as indicated previously; lavatories adjoining rooms for younger children; central lavatories for boys and girls who are older; gymnasium; apartment.

Socialization

All Ages

CA's 3-21
MA's 2-8

Objective:

To have each retarded child acquire a degree of social adjustment commensurate with his mental, physical and emotional ability. To behave in a socially acceptable manner toward his peers and adults.

Educational
Activities:

Sharing; taking turns; accepting responsibility; respecting self, individuals and property.

Educational
Materials:

Books; films; film strips; shop tools; art media.

Equipment:

Projectors; charts; easels.

Physical
Facilities
Needed:

Classroom; auditorium or multi-purpose room; lunchroom; gymnasium.

Useful Home and Community Living

All Ages

CA'S 3-21
MA's 2-8

Objective:

To have the retarded child acquire a degree of proficiency commensurate with his mental, physical and emotional ability to undertake home and community responsibilities, i. e. homemaking, mobility in the community, simple home repairs, care of the yard, etc.

Educational
Activities:

Role playing; responsibilities around the school; cooking; sewing; field trips into the community.

Educational
Materials:

Films; film strips; homemaking materials; foodstuffs.

THE UNIVERSITY OF CHICAGO
DIVISION OF THE PHYSICAL SCIENCES
DEPARTMENT OF CHEMISTRY

TO THE HONORABLE SENATE OF THE UNIVERSITY OF CHICAGO
FOR THE DEGREE OF DOCTOR OF PHILOSOPHY
IN THE FIELD OF CHEMISTRY

BY
JAMES H. HARRIS

CHICAGO, ILLINOIS
1954

THE UNIVERSITY OF CHICAGO
DIVISION OF THE PHYSICAL SCIENCES
DEPARTMENT OF CHEMISTRY
CHICAGO, ILLINOIS 60637

CHICAGO, ILLINOIS

Equipment: Play household equipment; work benches; projectors; garden tools; cleaning tools; mops; pails; vacuum cleaner; broom, etc.; washing machine; dryer; dishwasher; and shop tools.

Physical Facilities Needed: General shop; lunchroom; kitchen; school grounds; apartment.

Functional Symbolic Learning

All Ages CA's 3-21
MA's 2-8

Objective: To have a retarded child acquire academic skills (reading and number work) commensurate with his mental ability. For some children this skill will be the recognition of signs for his own safety; for others, the achievement of a third or fourth grade level after prolonged exposure. The latter group may acquire the academic skills rote but fail to comprehend the meaning which should result from completing the act.

Educational Activities: Group work; conversation.

Educational Materials: Books; educational games; charts; films; film strips.

Equipment: Audio visual equipment; tables; desks; chairs; projectors.

Physical Facilities Needed: Classrooms as described.

Avocational and Occupational Usefulness

All Ages CA's 3-21
MA's 2-8

Objective: To prepare a retarded child to do occupational tasks which are commensurate with his mental, physical and emotional levels of functioning. To assist the child in using leisure time wisely,

doing those leisure time activities which he enjoys and is capable of accomplishing. Preparing the retarded to enter a sheltered workshop or the competitive work world, depending upon the level of ability.

Educational Activities: Class discussions; demonstrations; following directions.

Educational Materials: Charts; books; movies; slides.

Equipment: Playground equipment; sports equipment; shop tools; piano; record player.

Physical Facilities Needed: Apartment; general shop; arts and crafts room; playground; recreation area; community facilities; parks; bowling alleys; skating rink, etc.; classroom for older youth which simulates factory conditions."

April 29, 1965

May 20, 1965

Mr. Manford Hall,
D.C. Department of Public Health,
300 Indiana Avenue, N.W.,
Washington, D.C.

Dear Manny:

The following information concerns the profoundly retarded individuals residing at the Children's Center.

There is a total of 432 residents which fall into the category of profound retardation. In the attached chart this total is broken down by age and sex. Represented in the population are examples of practically all known clinical types of retardation. A total of 99 males and 101 females are, in addition to being profoundly retarded, physically handicapped to such an extent that they are non-ambulatory.

The program provided for these individuals is one of complete nursing, custodial and medical care. They are not involved in the education or training program conducted at the Center. However, many are taught very basic self-help skills by the nursing aids and attendants who work directly with this population.

It is my personal feeling that the Committee should not propose to include the profoundly retarded in an education program. However, I do feel that we should take a definite stand in regard to this group and state this viewpoint as a part of the report rather than just ignore the issue. Many profoundly retarded do need training in basic self-help skills. In terms of the effective administration of a program for this population, the time necessary to teach these skills is more than justified through the man hours saved in the day to day staff operations. This training, however, need not be under the direction of a trained professional teacher. It can be accomplished just as effectively by the attendant staff. Those methods which have proven successful in teaching basic self-help skills to the trainable retarded can be applied with the profoundly retarded. Therefore, it is my opinion that the professional educator's role should be one of advisor and consultant to the attendant staff who work directly with this population.

Sincerely yours,

J. L. Wyatt,
Acting Superintendent of Schools

PROFOUNDLY RETARDED RESIDENTS
D.C. CHILDREN'S CENTER
LAUREL, MARYLAND

<u>AGE</u>	<u>MALE</u>	<u>FEMALE</u>	<u>TOTALS</u>
0-5	17	9	26
6-10	47	51	98
11-15	51	45	96
16-20	47	31	78
21-25	18	16	34
26-30	22	10	32
31-35	8	2	10
36-40	8	5	13
41-45	10	3	13
46-50	5	5	10
51-55	2	3	5
56-60	1	6	7
61-65	0	5	5
66-70	0	3	3
71-75	0	1	1
76-80	0	1	1
	<hr/>	<hr/>	<hr/>
	236	196	432

Age range ... 2 years - 76 years

Jim Wyatt
5/20/65

FROM: NARC
March 22, 1965

Pointers for Planning for Special Education for the Mentally Retarded

(To be included in NARC Pointers for Planning)

Preface Remarks

In the report of the President's Panel on Mental Retardation (A Proposed Program for National Action to Combat Mental Retardation) dated October, 1962, it is indicated that "an estimated 3 per cent of the population, or 5.4 million children and adults in the United States, are afflicted (with mental retardation), some severely, most only mildly". Since the vast majority of mentally retarded children of school-age could benefit greatly from strong special education programs and since, in most cases, the mentally retarded child devotes more of his waking hours to the school program than to the program of any other agency outside of the home, it is logical, as well as imperative, that education -- specifically special education -- play a prominent and active role in the development and implementation of the State Mental Retardation Planning Grants under Public Law 88-156. Although most of the States that are participating under Public Law 88-156 have designated medically-related State agencies as the sole agency for carrying out the purposes of the Act, it behooves all of us as members of NARC to make certain that the field of education-- special education-- is considered as, and serves as, an equal partner on the "team".

Areas of Concern and Possible Inquiry

1. Special Education Legislation

- a. Does the State special education legislation for the mentally retarded need to be expanded in terms of:
- (1) Provision for State financial support for special classes; e.g. excess costs formula?
 - (2) Including the trainable mentally retarded as well as the educable mentally retarded?
 - (3) State financial assistance for the transportation of mentally retarded pupils to and from special classes?
 - (4) Encouraging the development of cooperative-school district special education classes in basically rural areas?

- b. Are the regulations (policies and procedures) governing the administration of the State special education legislation adequate and reasonable? Do they reflect recent trends and developments in the field?

2. Identification and Evaluation

- a. Is there a State census for identifying and locating mentally retarded children? If so, is it an adequate means of identification? How can it be improved and "sharpened"?

- b. Are there adequate psychological services in the State? Are they suitable for:

- (1) special class screening and selection (and early detection)?
- (2) educational diagnosis and evaluation?
- (3) special class placement and programming?

3. Professional Personnel -- Teachers and Supervisors
(Items a., b., and g. are taken from "Pointers for Planning in Mental Retardation", p. 9 NARC)

- a. Are qualified teachers selected for classes for the mentally retarded? If so, what is being done to overcome the shortage?

- b. Are the education programs within the State's colleges and universities meeting the need for teachers and supervisory personnel in the area of the mentally retarded?

- c. Are the State certification requirements for teachers of the educable and trainable mentally retarded adequate? Do they need to be upgraded?

- d. Do colleges and universities, local school systems, and the State department of education provide organized in-service education programs for present and future teachers of the mentally retarded?

- e. Are high school and college and university students encouraged to enter the field of education of the mentally retarded through well-planned recruitment programs of the colleges and universities and the State department of education?

- f. Are the college and university teacher-training programs in the area of the mentally retarded adequate in terms of:
 - (1) qualified faculty?
 - (2) laboratory facilities for purposes of observation, demonstration, and -- when necessary -- student teaching?
 - (3) course-offerings?
- g. Is special education adequately provided for in the State department of education in terms of:
 - (1) qualified staff -- sufficient numbers?
 - (2) administrative budget to carry out the provisions of the special education legislation?
 - (3) administrative identification?

4. State Residential Schools for the Mentally Retarded

- a. Are the educational programs adequate? Do they reflect new research findings and program trends?
- b. Are the teachers adequately trained? Do they hold the special education certificate required of the public school special class teachers? Is their salary on par with the salary of public school teachers of the mentally retarded?
- c. What is the extent and nature of the relationship between the special class programs of the residential schools and the public schools?

5. Work-School Programs (Secondary-Age Programs) (Item c. is taken from "Pointers for Planning in Mental Retardation", p. 9 NARC)

- a. What is the nature of the existing work-school (work experience) programs and school sheltered workshop programs?
- b. What is the extent of the working relationship with vocational rehabilitation?
- c. Is special education part of a continuum that is related to vocational education and vocational rehabilitation?

REPORT OF THE TRAINABLE CHILD COMMITTEE OF THE WORKING PARTY ON EDUCATION

The Trainable Child Committee of the Working Party on Education was charged with responsibility for evolving a rational and solidly-defined, comprehensive plan for the education of severely mentally retarded or trainable children and youth of Washington, D.C. We have considered youth of all ages:

- (1) pre-school child
- (2) the school-age child
- (3) adolescents and young adults

Since the public schools are legally responsible for the education of large numbers of severely mentally retarded children, we focused major attention on the public school program. We are aware that there is a real need to have full knowledge of and involvement with all parochial, private and residential facilities in hopes of integrating services. *

As of October, 1965, there were 283 children in the Trainable Program of the public schools, in 39 classes located in 20 buildings. Military Road School and the Annex at Richardson are entirely devoted to Trainable Classes. Other classes were placed where available classroom space existed. Since October, 1965, a new class has been added at the Richardson Annex and other schools, bringing the total number of classes up to 42 and the total number of children to about 320.

A Curriculum Guide for teachers of the severely retarded has been developed by a D.C. Public School committee composed of current teachers of the Trainable Classes, principals and a supervisor of Special Classes. This Guide concentrates on three areas of effort:

- (1) Personal Growth and Development
(including Self-Care Skills, Motor Development, Sensory Skills and Social Development);
- (2) Pre-academic Skills (including readiness activities in Language Arts, Arithmetic, Social Studies, Science and Music);

* For complete listing, see Appendix

- (3) Prevocational Training (including Household Duties, Sewing and Handwork, Woodworking, Painting, Varnishing, Gardening, Office Tasks, Money Handling, Custodial Tasks, and Child Care, etc.)

The Curriculum Guide is being used experimentally in the Trainable Classes of the Public Schools during the year 1965-66. During the spring of 1966, the Guide will be evaluated by all current teachers of the Trainable Classes to assess its usefulness and to determine additions, deletions or revisions before final adoption.

A report card of Pupil Progress which is closely coordinated with the Guide had also been developed and is currently being used experimentally. This, too, will be evaluated in the spring of 1966.

Before any intelligent immediate or long-range plans in the District of Columbia can be projected, the Committee feels that a priority need is a register of the trainable children and youth. Such register could provide essential information without which any planning can only be conjecture. These data could be continuing and could be analyzed for both immediate and long-range planning. Registration data should include: name, address, birthdate, chronological age, psychological test results if available, medical description of the handicap, social history, including family data. (An indication of the feelings of the members of the family toward mental retardation would be helpful?) Records should also reflect if and how the retarded individual is involved with present facilities and how he would be affected by any new facilities. Such facts would be immediately useful in school (geographic) placement, grouping, numbers and location of new classes, etc.

For long-range planning, such facts are essential in the development of pre-school, school, sheltered workshop, day care, recreation and other activity programs.

In considering the collection of such data, we recognize that there may be realistic barriers to implementation. Information from confidential records of schools and agencies would require official release and may call for use of a coding system (such as that being used in a study by Dr. Herbert Coldstein of Yeshiva University. In this study, each child's name is coded - assuring full and strict confidentiality).

It is hoped that information can be consolidated from the Gales Clinic, Georgetown University Child Development and Diagnostic Center, National Institutes of Health, Help for Retarded Children, Director of Special Education, Health Department, Howard University Child

Development Clinic, D.C. Crippled Children's Clinic, Children's Hospital, Department of Pupil Personnel Services, Children's Center at Laurel, the family doctor and any other available source.

The Committee realizes that data collection, coding and analysis would be costly. But in view of the essential nature of the data, Federal sources could be considered for funding.

In keeping with current pupil personnel procedures, any and all significant pupil actions (admission, suspension, transfer, exclusion) are the result of professional decisions involving representative members from several disciplines. Such decisions must never be the result of individual professional prerogative.

The Committee recommends that there be a routine "in-take" procedure prior to the admission of any child to a Trainable Class.

The following kinds of information would be sought as essential:

- (1) family history and background including pertinent information on parents, siblings, etc., including their attitudes and feelings toward mental retardation;
- (2) the child's history including pertinent developmental and medical history, results of examinations, including vision, hearing and neurological examinations, if indicated;
- (3) recent, complete psychological evaluation indicating the child's current psychological status, and an assessment of his strengths and disabilities. His instructional needs should be clarified.
- (4) a resume of previous group experiences in other programs (day-care centers, Head Start, Sunday School, clubs or nursery school). Review of such records (from the sources) can be predictive as well as evaluative.

The Committee recommends that admission to a Trainable Class be limited to children whose primary handicap is mental retardation. This would not necessarily preclude children who have other disabilities, but would preclude children whose behavior and/or physical status is such that

treatment other than educational is indicated as being more important to the child's current developmental status. It may well be for some children that psychotherapeutic and/or physical medicine treatment may be required before the child is seen as being able to profit from the educational setting. It is also quite possible that psychotherapeutic, physical medicine treatment and education may be concurrent, in which case the child could be admitted.

It is our intent based on our collective experience, that trainable classes of the public schools not be used as a "catch-all" or a "holding action" for children whose basic needs are other than educational but for whom the community or parents have made no provision. Here we are speaking of the "disturbed", "unmanageable" child, the "hyper-active" child, or the child who is unable to progress or to communicate his needs. Any child who by all available evidence is one who would be expected to profit by a structured, sequential instructional program in a small group setting would be eligible for admission to Trainable Classes.

Parent's signature is required on admission form signifying parental obligation to abide by board policy as it pertains to professional decisions regarding placement, transfer and exclusion.

The Committee feels that placement should be a joint decision based on the needs of the child, the assets and the liabilities of the teacher and the physical facilities available.

We discussed the need for grouping children with similar learning characteristics and needs so the teacher can work with them on the basis of their common characteristic irrespective of the medical etiology. Thus, grouping of children should be based on learning patterns rather than on medical etiology.

It would be predictable that some children might not profit from original placement. Committee feeling is that children who do not make an adequate adjustment in an initial placement should be tried in another Trainable Class in the same building or in another building. This would be a joint professional decision and change. Parents should and would be kept fully informed and counselled, but ultimate decision would rest with professional team. In all cases there would be an entry made of the cooperative action in pupil's record with copy to parents.

Provisions would be made for those children who cannot tolerate a full day but who can profit from a part time program.

The Committee recommends that a child be withdrawn from the Trainable program if he no longer profits from the program, or if his behavior becomes such as to threaten the progress or well-being of another child, the group or the program. Parents would be informed in writing of this decision and the reasons for exclusion. The exclusion process would require a re-evaluation of the child, a joint recommendation for exclusion and parent counselling with suggestions for possible alternate placement. The Committee recommends the development of a process for cooperative transfer of children with appropriate agencies represented at such transfer conferences.

The Committee recommends the establishment of pre-school programs for very young trainable children. These very early years are developmental years when important learnings take place. This idea has strong support in research literature. Children should be admitted to these pre-school classes as early as they would seem to profit from guided group experiences. (The training of the deaf and hard of hearing is widely covered by mandatory legislation to begin at age three. This is a dignified analogy with the training of the severely mentally retarded.)

We feel that the upper age limit of eligibility should be extended to twenty-one years for youth in Trainable Classes. We also feel that the community should be prepared to offer imaginative sheltered workshop settings. The community should provide recreation and activity centers which would also be related to the school program. The age for leaving "school" should be open-ended. For example, if a youth is ready to enter a sheltered workshop at age 18, he leaves "school" and goes to the workshop. If by the time he reaches the age of 21 he is not equipped for employment in a sheltered workshop, he could then be assigned an activity center. This implies a close relationship between pre-school, school, sheltered workshop and activity center and related agencies. We must view the development of the child from age two or three through his school years to occupational or activity placement, as a responsibility of the school.

It is recommended that a Department of Special Education with strong professional leadership be established as part of the District of Columbia Public School System.

It is also recommended that a Department of Special Education be developed at DCTC to prepare professionals for working with severely mentally retarded.

We recommend the establishment of minimal educational standards for teachers of Trainable Classes. We would like to see in-service opportunities to help those already in the program qualify themselves.

We would like to see a twelve months program for the Trainable Child. The summer program could include outdoor education programs including camping experiences but would strengthen and build on the skills learned during the regular school year.

The Committee feels that a well-defined written policy covering all aspects of the Trainable Program is needed. This would include admissions, transfer, exclusion, grouping, age limits, ability limits, transportation, special trips, supervision, in-service training of teachers, teacher selection, teacher certification, aides, class limits, length of school day and all other areas concerning the management of the Trainable Classes.

COMMITTEE - TRAINABLE CHILD

Dr. Gertrude Justison, Associate Professor of Education,
Howard University

Mr. James Wyatt, Acting Superintendent Schools, Children's
Center, Laurel

Mrs. Mamie Lee, parent, President of Exceptional Child
PTA (deceased)

Mrs. Rose Paper, Secretary, President Wash. Chapter C.E.C.

Mrs. Martha Rogers, Co-Chairman, Principal, Military
Road School

Mrs. Bertha Tayman, Chairman, Supervisor, Trainable
Classes, D.C. Schools

Mr. Manford A. Hall, Staff

**SUGGESTED OUTLINE OF FUNCTION OF ASSISTANT
SUPERINTENDENT IN CHARGE OF SPECIAL
EDUCATION**

Prepared by Elizabeth M. Goodman

I. DIRECT SERVICE TO PUBLIC SCHOOLS

1. Implement the establishment of special programs and classes for various types of handicapped children within the schools for:
 - a. the crippled and other health impaired
 - b. the mentally retarded (educable and severely mentally retarded)
 - c. the visually handicapped
 - d. the deaf
 - e. the speech and hearing impaired
 - f. the emotionally disturbed
2. Pupil Placement
 - a. work with school officers and principals on criteria for placement in special classes
 - b. work with staff of Pupil Appraisal Division on favorable placement of students in special classes and programs
 - c. work with School Health Evaluation Clinics on favorable placement of handicapped pupils in special and regular classes
 - d. assist principals in favorable placement in regular classes with supplementary services to provide remedial or therapeutic help where needed
 - e. work with principals in implementing adequate diagnosis of student difficulties and the recommendations for special placement

- f. provide sympathetic climate for parent consultation regarding placement of handicapped children

3. Operation of classes and curriculum development

- a. provide on-going consultant help to principals in securing and maintaining high quality service in special classes
- b. provide consultant help to Department of Supervision and Department Heads in selection and use of instructional materials and equipment, and in evaluating the quality of types of programs in effect in the various classes

4. Information Center

- a. maintain library of professional books and periodicals in special education available to all school personnel
- b. keep an up-to-date file of grants and fellowships in the field of the handicapped
- c. serve as liaison between Personnel Department and Assistant Superintendents of Elementary and Secondary Education in helping to place qualified teachers of the handicapped by:
 - (1) interviewing prospective teachers of the handicapped and keep an active file of trained teachers and their specialized fields
 - (2) being knowledgeable of available positions in special education

5. Staff Officer

- a. advise and consult with the Superintendent and his staff on matters relating to the handicapped

II. COOPERATIVE RELATIONSHIP TO FEDERAL AGENCIES

1. Serve as a "State" officer to represent the District of Columbia special education programs to the Federal Government
2. Implement federal programs for the handicapped in the District of Columbia
3. Serve as information center for all federal legislation which affect handicapped which are administered by federal agencies in the field of education, health services, vocational rehabilitation and employment
4. Work on obtaining federal grants for the District of Columbia in the areas of:
 - a. programs in education of the handicapped
 - b. programs in vocational rehabilitation
 - c. research in education school health care or vocational rehabilitation of the handicapped
 - d. technical training and advanced study for professional school staff for the handicapped
5. Work on maximum utilization of federal assistance programs to handicapped such as:
 - a. talking books for the blind
 - b. captioned films for the deaf
 - c. diagnostic services for the crippled

III. COORDINATED SERVICES WITH INSTITUTIONS

1. Arrange when necessary for tuition and admission of handicapped children to special institutions for the blind, deaf, mentally retarded, emotionally disturbed, etc.
2. Arrange for favorable placement back to public school for students discharged from institutions

IV. INTERDEPARTMENTAL COOPERATIVE ACTION

- 1. Work with public health agencies**
 - a. to secure adequate diagnostic and treatment services for handicapped school children
 - b. to establish guidelines for cooperative action among the individual schools and the public health agencies.
- 2. Work with Vocational Rehabilitation Agency**
 - a. to work out guidelines to implement vocational rehabilitation programs within the entire school system for all types of eligible handicapped students
- 3. Work with Department of Corrections**
 - a. to establish and implement guidelines for return of "rehabilitated" students to the public schools

V. INTERAGENCY COOPERATIVE ACTION

- 1. Cooperate with voluntary community agencies**
 - a. to provide supplementary services for handicapped school children both in and out of school
 - b. to secure grants for special activities for the children
 - c. to secure grants for teacher institutes or teacher training
 - d. to provide for an information exchange on interdisciplinary activities

SUMMARY AT RANDALL JR. HIGH SCHOOL

	Grades	<u>7</u>	<u>8</u>	<u>9</u>	<u>Total</u>
Number of Special Academic Classes		3	2	1	6
Number of pupils	Boys	26	24	15	65
	Girls	12	17	5	34
	Total	<u>38</u>	<u>41</u>	<u>20</u>	<u>99</u>
Number of Teachers (all levels)	-	Math - 3 Social Studies - 3 Science - 2 English - 3 Shops - 7 Art - 2 Music - 2 Physical Education - 4 Orchestra - 1			

At Randall, Special Academic pupils participate on the level of their interest and ability in all school-wide endeavors, assemblies, newspapers, safety patrol, student council, games, clubs, etc.

Greatest needs:

1. equipment
2. supplies
3. more shops
4. books on level
5. easier processing of discipline problems.

SOME PERTINENT QUOTATIONS RELATING TO THE EDUCATION
PROBLEMS OF THE MILDLY RETARDED CHILD FROM REPORT
OF THE PRESIDENT'S PANEL ON MENTAL RETARDATION 1/

"There has been a growing tendency on the part of students of mental retardation to depart from the position that mental retardation is a static, irreversible and incurable thing, to the position that sees mental retardation is a dynamic process subject to change, even to cure at times, moving through different levels, under the pressure of different cultural demands, able to be ameliorated through proper therapeutic agents." -- pp. 4-5

"Continuing research indicates that, besides intelligence, personality and emotional factors are major components of mental retardation, and that personality factors in the retarded are much more significant than tested intellectual levels in carrying out tasks involved in inter-personal relations and work adjustment. The customary criteria used in defining mental retardation are not adequate to predict social and occupational success or failure except at the extremes of intellectual levels. There is a steady increase in the number of retardates at all age levels until age 16, after which there occurs an abrupt decrease." -- p. 5

"Within the frame-work of the present definition, mental retardation is a term descriptive of the current status of the individual with respect to intellectual functioning and adaptive behavior. Consequently, an individual may meet the criteria of mental retardation at one time and not

1/ The President's Panel on Mental Retardation, Report of the Task Force on Education and Rehabilitation, August, 1962 (Washington: U.S. Department of Health, Education, and Welfare).

another. A person may change status as a result of changes in social standards or conditions, or as a result of changes in efficiency of intellectual functioning, with level of efficiency always being determined in relation to the behavioral standards and norms for the individual's chronological age group." -- p. 11

"There is a need to dignify and upgrade society's concept of the retarded as a failure stereotype. A subconscious conviction that the retarded are the 'dead-end products of an immutable state' must be eradicated. Hence, positive terminology must always be used when indicated." -- p. 17

"An adequate diagnosis is often difficult to secure: 1) because of the limitations of our present knowledge; 2) because of the limitations of our current diagnostic instruments; and 3) because of the scarcity of professional personnel with appropriate attitudes and training in this field." -- p. 18

"The great majority of retarded children reside in city slums or depressed rural environments. Research suggests that deprivation of adequate opportunities for learning contributes to, and complicates, the degree of mental retardation present in these children." -- p. 41

"There is need of intensive curriculum research to devise the best-suited curricula and courses of study for the retarded. This effort will involve, necessarily, the joint cooperation of educators and those skilled in vocational rehabilitation and counseling." -- p. 19

"The highest incidence of delinquency among the retarded falls in the borderline range and delinquency declines markedly in the moderate and

severely retarded ranges. This suggests personality maldevelopment, and that social or emotional factors are of prime importance." -- p. 20

"The educable, or mildly retarded, do not as a rule have gross central nervous system pathology. These are the children who, in the main, leave school for the world of work, marry, have families, and make a contribution to society. The prime requisites for this group would be social and emotional stability. When compared with their chronological equals, their special disability would then be academic retardation, not behavioral difficulties.

ORGANIZATION OF INSTRUCTIONAL GROUPS

<u>Classification</u>				Social and Occupational Prognosis
No.	Classification	I. Q.	Educational Category	
1	Borderline	70-84	Educable Slow Learner	Independent
2	Mild	55-69	Educable	Independent
3	Moderate	40-54	Trainable	Semi-dependent
4	Severe	25-39	Trainable Residential	Semi-dependent Dependent
5	Profound	0-24	Residential	Dependent

Academic and Vocational Potentials				
No.	I. Q.	M. A. Maturity	Reading Grade Potential: Age 16	Employment Potential
1	70-84	13	6-7	Semi-skilled, Unskilled
2	55-69	11-12	4-5	Unskilled, Semi-skilled
3	40-54	9-10	2-3	Sheltered Workshop Unskilled
4	25-39	7-8	0-1	Dependent, Sheltered Workshop
5	0-24	3	0	Dependent"

STANDARDS FOR PROBATIONARY CERTIFICATION

1. General Requirements

U.S. citizen

Not passed 60th birthday

Supply evidence of good moral character

Pass physical exam

Physiology and hygiene exam with special reference to effects of drugs and alcohol.

Satisfactory ratings on oral

Pass written exam (NTE) within 24 months of entering probationary service.

2. Degree requirements

BA

MA for high school

wage earning experience substituted for Trade and Industrial subjects

3. Required ed. courses

15 semester credits including these areas: Student teaching or 1 year teaching experience satisfactory to Chief Examiner; principles of education appropriate to the level of teaching; educational psychology; and tests and measurements.

4. Areas of Specialization

In addition to the above:

Special Education (elementary schools) includes educationally and mentally retarded, visually handicapped, defective hearing, health and physically handicapped, and social adjustment. Candidate must have completed at least 6 semester credits in the area of specialization and have an overall course of study satisfactory to the Chief Examiner.

Special Education (junior high) must have completed 24 semester credits in the appropriate major field of subject, including 6 semester credits in the specific area of specialization.

Senior high same as above.

D.C. COMMITTEE ON MENTAL RETARDATION
Working Party on Education

March 1, 1966

TO ALL TEACHERS IN SPECIAL EDUCATION:

(Special Academic, S.M.R., Social Adjustment, Visually
Handicapped, Hearing Conservation, V.I.C., and
Sharpe Health School Classes.)

Funds are presently available for college courses for teachers in Special Education who do not meet requirements for certification as Permanent Teachers. In order that our membership might profit by provisions of the Higher Education Act, it will be necessary for us to justify our request for use of these funds.

We need your help in defining our needs and in stating our request; and we would like to manage this on individual preferences.

Please complete this questionnaire and return IMMEDIATELY to MRS. ROSETTA B. MITCHELL at SHARPE HEALTH SCHOOL, 4300 - 13th Street, N.W., WASHINGTON, D.C., 20010.

We thank you, and we hope that you will get the free tuition for the courses you want or need.

Very sincerely,

This survey approved by
Dr. Dorothy Johnson
Mr. John Koontz
Mr. Norman Nickens

(Mrs.) Rose L. Paper, Pres.
Council for Exceptional Children
Chapter No. 49

-
1. How long have you been teaching in the field of Special Education in D.C. ? _____
 2. Is your present job status Temporary _____ Probationary _____
Permanent _____ ?
 3. Do you have B.A. Degree _____, M.A. Degree _____, Neither _____ ?
 4. What courses have you had in Special Education ? Of these, which have you taken in the last five (5) years ? _____
 5. Would you be willing to continue your education if in-service, tuition-free courses were provided for you ? _____

YOUR NAME: _____

YOUR SCHOOL: _____

SURVEY OF SPECIAL EDUCATION STAFF OF D.C. PUBLIC
SCHOOLS TO DETERMINE INTEREST IN AND NEED
FOR IN-SERVICE TRAINING PROGRAMS

At the February 8th meeting of the Working Party on Education (a subcommittee of the D.C. Task Force on Mental Retardation), discussion focused on meeting the needs of District of Columbia teachers currently employed in the Special Education Programs, and how to help them fulfill basic certification requirements in this field.

Mrs. Louise Steele, a member of the D.C. Board of Education and a member of the Working Party on Education, had been asked to bring to the group both current and proposed teacher qualifications criteria. In her report, she indicated that disproportionately large numbers of teachers assigned to Special Academic Classes were classified as "Temporary Teachers". She did not have figures indicating the exact numbers of teachers employed and serving Special Education Classes, or the nature and quality of their special preparation for such assignment.

It was made a matter of record (see minutes of the Committee on Teacher Education) that the Board of Education had applied for a sizeable grant to support its in-service teacher training programs. In the hope that proof of need and interest on the part of teachers-in-service might stimulate the school administration to initiate such teacher-training efforts, it was suggested that the undersigned, as President of Chapter No. 49, Council for Exceptional Children, and a member of the Working Party on Education, chair a committee to initiate a survey of the special education staff to determine both interest and need for such courses.

Such a survey was made with the approval of Dr. Dorothy Johnson, Mr. John Koontz, and Dr. Norman Nickens, all of whom expressed a desire to see the final tabulations. Survey forms were distributed on March 14, 1966, to all schools in the District of Columbia which had on their staffs teachers in Special Education. These lists were supplied to the undersigned by Mrs. Rosa Jones and Mrs. Ruth Strauss, Supervising Directors of Special Education on the Elementary and Secondary levels, respectively, and by the office of Dr. Nickens, of the Model School Division. Tabulations are summarized as of March 28, 1966.

Elementary Schools which returned completed survey sheets
numbered 75. These are listed below:

Aiton
 Amidon
 Bancroft
 Birney
 Bowen
 Brent
 Brookland
 Bruce
 Bryan
 Buchanan
 Fundy
 Bunker Hill
 Burrville
 H.D. Cooke
 Beers
 Brent
 Crummell
 Draper
 Drew
 Eaton
 Garrison
 Giddings
 Goding
 Grant
 Grimke

Hardy
 Harris
 Harrison
 Hearst
 Hendley
 Houston
 Hyde
 Jackson
 Janney
 Keene
 Kenilworth
 Kimball
 Key
 LaSalle
 Lenox
 Logan
 Mann
 Military Road
 Merritt
 Miner
 Monroe
 Montgomery
 Morgan
 Moten
 Mott

Nalle
 Noyes
 Park View
 Perry
 Petworth
 Plummer
 Richardson
 Rudolph
 Shadd
 Simmons
 Slater
 Stanton
 Stevens
 Syphax
 Takoma
 Thomas
 Thomson
 Turner
 Tyler
 Van Ness
 Watkins
 Webb
 Wheatley
 Whittier
 Young

Secondary Schools which returned completed survey sheets numbered
14. These include:

Backus
 Douglas
 Evans
 Garnet-Patterson
 Gordon
 Hine
 Jefferson

Langley
 Macfarland
 Miller
 Paul
 Randall
 Roosevelt
 Sousa

The C. Melvin Sharpe Health School was also represented in this survey. Total schools represented in this survey as of March 28, 1966, numbered 90. It is believed that this is a significant number of representative schools. Questions included on the Survey Form are shown below:

1. How long have you been teaching in the field of Special Education in D.C. ?

2. Is your present job status Temporary___ Probationary___, Permanent___?

3. Do you have B.A. Degree ____, M.A. Degree ____, Neither ____?
4. What courses have you had in Special Education? Of these, which have you taken in the last five years?
5. Would you be willing to continue your education if in-service, tuition free courses were provided for you?

Respondents listed the following courses in answer to Question No. 4:

Exceptional Children
Psychology of the Retarded
Reading Disabilities
Speech Correction
Intro. to Spec. Ed.
Materials & Methods
Arts & Crafts for M. R.
Introduction to Ed. of Ex. Chn.
Mental Hygiene
Adv. Ed. Psych.
Adv. Social Psych.
Remedial Reading
Teaching the M. R.
Guidance Principles & Practices
Industrial Arts
Reading for Slow Learner
Special Internship Program at Coding Elem. School
for Sp. Academic Class Teachers
Language Arts for the Deprived Child
Psychology of the Handicapped
Remedial and Basic Reading
Teaching Basic Science in Secondary School
Education of Perceptually-Impaired Children
Guidance of Perceptually-Impaired Children
Creative Techniques of Teaching Reading to
Disadvantaged Youth
Introduction to Psychological Testing
Education of Children with Learning Impairments
Administering and Supervising Special Education
Curriculum Adjustment in Special Education
Nature and Needs of the Mentally Retarded
Speech Correction for the Classroom Teacher
Education for the Hospitalized Jr. High School Child
Methods of Teaching M. R. Children
Mental Hygiene

66

Multi-disciplinary Approach to Meeting Needs of
 Exceptional Children
 Neurologically-impaired Child
 Damage to Central Nervous System
 Group Dynamics
 Problems in Curriculum Development on Different
 Maturational Levels
 Problems of Homebound and Hospitalized Children
 Music for Slow Learners
 Psychology of the Exceptional Child
 Child Development
 Abnormal Psychology
 Guidance
 Psychology of Emotionally Disturbed Children
 Education of M. R. Children
 Psychology of Adolescence.
 Curriculum & Methods
 Tests and Measurement in Special Education
 Psych. Foundation of Education
 Practicum in Special Education
 Special Education Workshop
 Methods in Teaching Basic Studies
 Seminar - Nature, Needs & Ed. Management of
 S. M. R. Children
 Curriculum Development for the Educable Child
 Psychology of the Exceptional Child
 Phonetic Methods of Teaching Reading
 Materials and Methods for Elementary Teachers
 Nature of Retardation
 Survey of Special Ed.
 Educating the Emotionally Disturbed Child
 Phonetic Methods of Reading
 Education of the Mentally Deficient
 Introduction to Special Education
 Guiding and Counselling Parents
 Child Study and Development
 Child Psychology
 Educational Psychology
 Research Course in M. R.
 Institute - Disadvantaged Youth
 Teaching the Physically Handicapped
 Characteristics - Perceptually-impaired Children
 Math for Basic Students
 Teaching the Gifted
 Correction of Remedial Problems

Physiology and Hygiene of the Eye
 Methods of Teaching Visually Handicapped
 Leadership Training
 Workshop at Vineland Training School
 Human Relations in the Classroom
 Reading Demonstrations
 Behavioral Patterns
 Diagnosing & Treating Reading Disabilities
 Identifying Children with Special Needs

NOTE: When asked to evaluate the above, the Director of Special Education Department of an area University responded that it is clear that many of these titles would NOT be accorded credit under a Special Education Major at either Bachelor's or Master's Degree level - NOR would they be considered as meeting requisites for the Special Education Certificate in most states. They are listed, however, as recorded by respondents.

I. TABULATION OF RESPONSES ON SURVEY

Years of Service in D.C.	Less than 1 yr.	One to five years	Six to ten years	11 to 15 years	16 to 20 years	Over 20 years	Interes- ted-more courses	Not in- ter- rested	Un- de- cided
<u>Temp. teachers</u>									
A.B.	25	79	19	-	-	-	123	-	-
M.A.	-	10	4	-	-	-	13	1	-
No degree	-	6	7	2	-	-	13	2	-
<u>Probat. teachers</u>									
A.B.	3	8	1	-	-	-	12	-	-
M.A.	-	4	-	-	-	-	4	-	-
No degree	1	1	-	-	-	-	2	-	-
<u>Perm. teachers</u>									
A.B.	1	24	21	8	1	3	51	5	2
M.A.	-	12	8	5	1	2	23	4	1
No degree	-	1	1	-	1	-	3	-	-
TOTALS	30	145	61	15	3	5	244	12	3

NOTE:

1. 69 persons who responded have had NO courses in Special Education within the past five (5) years.
2. Several indicated the need for a top instructor teaching courses in theory, practice, and crafts.
3. Several indicated that D.C.T.C. would not be their choice for such courses.
4. 46 teachers (14 temporary, 4 probationary, and 28 permanent) hold the Master's Degree.
5. 20 teachers (15 temporary, 2 probationary, and 3 permanent) have not earned a degree.
6. 193 teachers (123 temporary, 12 probationary, and 58 permanent) hold the A.B. or B.S. Degree.

II. TAEULATION OF DEGREE STATUS

	B.A. or B.S.	M.A.	No Degree	TOTAL
Temporary Teachers	123	14	15	152
Probationary Teachers	12	4	2	18
Permanent Teachers	58	28	3	89
TOTALS	193	46	20	259

NOTE: Two permanent teachers have 30 credits beyond their Master's Degree. One temporary teacher has 30 credits beyond her master's Degree.

Of 259 respondents - 69 report no special education courses since 1960.
244 are interested in special education courses.
12 are not interested in further course work.
3 are undecided at this time.

TOTAL - 328 responses to these items.

March 31, 1966

Committee Members:
Rose L. Paper, Chairman
Rosetta Mitchell
Gertrude Justison

Public Schools of the District of Columbia

SENIOR HIGH SCHOOLS

--- CAPACITY, ENROLLMENT, PERSONNEL, RATIO, STATUS OF TEACHERS

OCTOBER 21, 1965



SCHOOL	BLDG. CAPAC- ITY	ENROLL- MENT	TEACHERS, COUNSELORS, AND LIBRARIANS										TOTAL, TCHRS. COUN. & LIBR.	PUPIL- TEACHER RATIO		STATUS OF TEACHERS, COUN. & LIBR.			PROFES- SIONAL STAFF PER 100 PUPILS
			Aca- demic	Shop, H.E. & Art	Driver Educa- tion	Mili- tary Sci.	Music Instr.	Job Cond.	Acting Asst. Prin.	Coun.	Libr.	Aca- demic		Shop, H.E. & Art	Perm.	Prob.	Temp.		
Anacostia	1,369	1,508	56.6	6.0	2.0	1.0	.4	-	-	3	1	70	25.2	21.5	32	3	35	4.8	
Ballou	1,187	1,441	50.6	8.2	1.8	.7	.7	-	-	3	1	66	26.1	20.7	16	6	44	4.8	
Cardozo	1,780	1,775*	65.1	9.0	2.0	1.0	.9	1	1	5	2	87	25.5	18.6	32	4	51	5.1	
Coolidge	1,473	1,617	59.1	8.0	1.9	1.0	1.0	-	-	3	1	75	25.9	16.8	36	5	34	4.8	
Dunbar	1,258	1,511	52.3	4.8	2.0	1.0	.9	1	-	4	2	68	28.2	18.4	27	4	37	4.7	
Eastern	2,327	2,621	90.9	10.0	2.0	2.0	1.1	1	-	6	2	115	27.4	18.5	35	11	69	4.5	
McKinley	1,787	2,081	69.4	14.4	1.8	1.0	.4	-	-	3	1	91	26.9	18.7	45	2	44	4.5	
Roosevelt	1,551	1,503*	57.0	5.0	2.0	2.0	1.0	-	1	3	1	72	25.7	18.0	33	4	35	4.9	
Spingarn	1,627	1,784	61.2	11.0	2.0	2.0	.8	1	-	5	1	84	27.0	16.8	44	3	37	4.9	
Western	1,308	1,323	50.1	5.0	1.0	.4	.5	-	-	3	1	61	25.3	20.6	24	6	31	4.8	
W. Wilson	1,487	1,373	53.6	5.0	2.0	.4	1.0	-	-	3	1	66	24.8	19.0	44	1	21	5.0	
TOTAL, SENIOR HIGH SCHOOLS ...	17,154	18,537*	665.9	86.4	20.5	12.5	8.7	4	2	41	14	855	26.3	18.7	368	49	438	4.8	

*Does not include: 488 grade 9 pupils from Banneker housed in Cardozo; 179 grade 9 pupils from Macfarland housed in Roosevelt.

*Does not include: 488 grade 9 pupils from Banneker housed in Cardozo;
179 grade 9 pupils from Macfarland housed in Roosevelt.

L-9

Public Schools of the District of Columbia

JUNIOR HIGH SCHOOLS -- CAPACITY, ENROLLMENT, PERSONNEL, RATIO, STATUS OF TEACHERS -- OCTOBER 21, 1965

SCHOOL	BLDG. CAPAC- ITY	ENROLL- MENT	TEACHERS, COUNSELORS, AND LIBRARIANS											TOTAL, TECHRS. COUN. & LIBR.	TEACHER RATIO		STATUS OF TEACHERS, COUN. & LIBR.			PROFES- SIONAL STAFF PER 100 PUPILS
			Aca- demic	Shop, Home Econ.	Music Instr.	Spec. Acad.	Br.	H.C.	S.C.	Soc. Adj.	Acting Asst. Prin.	Coun.	Libr.		Aca- demic	Shop, Home Econ.	Perm.	Prob.	Temp.	
Backus	919	1,335	49.9	4.0	1.0	5.1	-	-	-	1.0	-	2	1	64	24.5	14.3	28	7	29	5.0
Banneker	851	1,500*	60.5	5.2	1.0	8.9	-	-	-	1.4	-	4	1	82	19.5	18.3	37	7	38	5.6
Browne	1,080	1,340	46.8	6.2	1.0	9.8	-	-	-	2.2	-	2	1	69	23.2	23.7	29	5	35	5.4
Deal	1,083	1,171	47.0	4.0	1.0	-	-	-	-	1.0	-	2	1	56	24.3	11.9	38	3	15	5.0
Douglass	937	1,145	34.5	6.8	1.0	7.1	-	-	-	1.6	-	2	1	54	27.7	15.2	25	6	23	5.0
Eliot	1,212	1,215	43.2	6.2	1.0	5.2	-	-	-	.4	-	4	1	61	24.6	15.0	29	6	26	5.2
Evans	894	869	25.8	3.8	1.0	9.2	-	-	-	2.2	-	2	1	45	26.6	15.7	21	3	21	5.5
Francis	776	878	27.3	4.6	1.0	8.1	-	-	-	1.0	1	3	1	47	24.3	18.8	27	4	16	5.5
Garnett-Patterson	708	889	29.0	4.6	1.0	8.3	-	-	-	2.1	-	3	1	49	23.6	17.6	24	3	22	5.7
Gordon	908	997	37.2	5.2	1.0	2.6	-	-	-	1.0	-	2	1	50	24.2	14.4	26	2	22	5.2
Hart	1,448	1,517	53.0	11.2	.9	5.7	-	-	-	1.2	-	2	1	75	25.0	12.9	28	8	39	5.1
Hine	794	975	33.0	3.2	1.0	3.4	-	-	-	2.4	-	3	1	47	27.2	16.8	23	4	20	5.1
Jefferson	604	597	25.4	1.6	1.0	1.0	1.0	-	1.0	-	-	2	-	33	22.2	13.5	14	4	15	5.9
Kramer	951	1,245	39.8	5.7	1.0	5.5	-	-	-	1.0	-	2	1	56	26.9	17.3	34	1	21	4.7

43

39

JUNIOR HIGH SCHOOLS -- OCTOBER 21, 1965

SCHOOL	BLDG. CAPAC- ITY	ENROLL- MENT	TEACHERS, COUNSELORS, AND LIBRARIANS											TOTAL, TCHRS. COUN. & LIBR.	PUPIL- TEACHER RATIO		STATUS OF TEACHERS, COUN. & LIBR.			PROFES- SIONAL STAFF PER 100 PUPILS
			Aca- demic	Shop, Home Econ.	Music Instr.	Spec. Acad.	Br.	H.C.	S.C.	Soc. Adj.	Acting Asst. Prin.	Coun.	Libr.		Aca- demic	Shop, Home Econ.	Perm.	Prob.	Temp.	
Langley	905	1,109	37.6	7.6	1.0	5.8	-	-	-	1.0	-	3	1	57	24.6	16.0	30	8	19	5.4
Macfarland	982	1,348*	47.0	5.2	1.0	6.8	-	2.0	-	1.0	-	3	1	67	25.6	12.8	38	4	25	5.2
Miller	1,151	1,195	39.7	7.4	1.0	5.9	-	-	-	2.0	-	3	1	60	25.2	15.1	36	5	19	5.3
Paul	1,126	1,205	44.7	6.0	.9	3.2	-	-	-	1.2	-	2	1	59	24.6	13.2	28	4	27	5.1
Randall	1,291	1,034	30.8	6.2	1.0	12.0	-	-	-	2.0	-	2	1	55	24.9	14.0	22	9	24	5.5
Shaw	1,167	1,434	43.3	4.6	1.0	19.1	-	-	1.0	2.0	-	5	1	77	21.7	19.0	37	8	32	5.6
Sousa	1,044	1,324	46.3	7.2	1.0	3.5	-	-	-	2.0	-	2	-	62	25.1	16.6	26	5	31	4.9
Stuart	783	913	25.6	4.1	1.1	13.2	-	-	-	2.0	-	3	1	50	25.9	13.5	23	4	23	5.7
Taft	994	1,246	44.5	4.7	1.0	6.1	-	-	-	2.2	-	2	1	61.5	23.9	14.5	35	5	21.5	5.2
Terrell	937	1,215	39.8	7.0	1.0	9.2	-	-	-	2.0	-	4	1	64	24.1	12.8	30	2	32	5.5
Woodson	1,130	1,227	41.2	6.6	1.0	8.2	-	-	-	2.0	-	2	1	62	24.0	12.6	33	5	24	5.3
TOTAL, JUNIOR HIGH SCHOOLS ...	24,675	28,923*	992.9	138.9	24.9	172.9	1.0	2.0	2.0	37.9	1	66	23	1,462.5	24.4	15.4	721	122	619.5	5.3

*Includes: 488 grade 9 pupils from Banneker housed in Cardozo;
179 grade 9 pupils from Macfarland housed in Roosevelt.

Public Schools of the District of Columbia

ELEMENTARY SCHOOLS										CAPACITY, ENROLLMENT, PERSONNEL, RATIO, STATUS OF TEACHERS, PART-TIME CLASSES										OCTOBER 21, 1965	
SCHOOL	BLDG. CAPAC- ITY	ENROLL- MENT	TEACHERS, COUNSELORS, AND LIBRARIANS										TOTAL, TCHRS. COUN. & LIBR.	PUPIL- TEACHER RATIO Gr. 1-6	STATUS OF TEACHERS, COUN. & LIBR.			PROFES- SIONAL STAFF PER 100 PUPILS	PART-TIME CLASSES		
			Gr.1-6	Gen.	Spec. Acad.	Br.	H.C.	Occ.	S.C.	Soc. Adj.	SMR	Lang. Arts			Coun.	Libr.	Perm.		Prob.	Temp.	Number of Classes	Pupils
Adams	630	357	9	1	2	-	-	-	-	-	-	-	-	12	30.9	7	-	5	3.5	-	-
Aiton	996	1,003	28	2	2	-	-	-	-	-	-	1	-	34	30.2	12	2	20	3.5	-	-
Amidon	786	782	24	1	2	-	-	-	-	-	1	-	1	30	28.0	23	3	4	4.0	-	-
Bancroft	780	1,016	26	2	1	-	-	-	-	-	-	-	-	30	33.2	15	2	13	3.1	-	-
Barnard	996	1,245	37	2	4	-	-	-	-	-	-	-	1	44	27.9	20	2	22	3.6	-	-
Beers	660	844	23	2	1	-	-	-	-	-	-	-	-	26	31.1	9	4	13	3.2	-	-
Benning (Old)	240	244	8	-	-	-	-	-	-	-	-	-	-	8	30.5	3	1	4	3.5	-	-
Benning (New)	270	266	7	1	-	-	-	-	-	-	-	-	-	8	29.1	4	2	2	3.2	-	-
Birney	900	1,115	30	2	3	-	-	-	-	-	-	1	-	37	31.1	17	3	17	3.4	-	-
Blair	240	267	7	1	-	-	-	-	-	-	-	-	-	8.5	33.9	2.5	1	5	3.4	-	-
Blow	270	340	10	1	1	-	-	-	-	-	-	-	-	12.5	27.7	7.5	-	5	3.8	4	112
Bowen, A.	720	654	17	2	2	-	-	-	-	-	-	-	-	22	30.8	12	1	9	3.5	-	-
Brent	240	224	7	1	-	-	-	-	-	-	-	1	-	9.5	25.9	2.5	1	6	4.5	-	-
Brightwood	654	721	20	2	-	-	-	-	-	-	-	-	-	24	31.0	20	1	3	3.5	-	-
Brookland	360	394	10	1	1	-	-	-	-	-	-	-	-	12	32.3	11	-	1	3.2	-	-
Bruce	510	570	17	1	1	-	-	-	-	-	-	-	-	20	28.6	11	-	9	3.7	4	119
Bryan	828	942	24	2	2	-	-	-	-	-	-	-	1	30	32.7	16	3	11	3.3	-	-
Buchanan	630	733	20.5	1.5	2	-	-	-	-	-	-	-	-	25	30.2	6	4	15	3.5	-	-
Bundy	600	406	10	-	4	-	-	6	-	-	-	-	-	21	27.8	11	-	10	5.4	-	-
Bunker Hill	1,116	1,174	32.5	2.5	-	-	-	-	-	1	-	-	-	37	30.8	18	5	14	3.2	-	-

E L E M E N T A R Y S C H O O L S -- O C T O B E R 21, 1965

SCHOOL	BLDG. CAPAC- ITY	ENROLL- MENT	TEACHERS, COUNSELORS, AND LIBRARIANS												TOTAL TCHRS. COUN. & LIBR.	PUPIL- TEACHER RATIO Gr. 1-6	STATUS OF TEACHERS, COUN. & LIBR.			PROFES- SIONAL STAFF PER 100 PUPILS		PART-TIME CLASSES Number of Classes Pupils			
			Gr.1-6	Kgn.	Spec. Acad.	Br.	H.C.	Occ.	S.C.	Soc. Adj.	SMR	Lang. Arts	Coun.	Libr.			Perm.	Prob.	Temp.						
Burrroughs	918	1,011	28	2	2	-	-	-	-	-	-	-	-	1	-	33	30.9	17	6	10	3.4	-	-	-	-
Burrville	630	619	19	1	2	-	-	-	-	-	-	-	-	1	-	23	27.7	13	3	7	3.9	-	-	-	-
Carver	240	344	9	1	-	-	-	-	-	-	-	-	-	.5	-	10.5	32.3	6.5	2	2	3.2	-	-	-	-
Cleveland	570	726	16	1	1	-	-	-	-	-	-	-	-	1	-	22	35.5	11	2	9	3.2	-	-	-	-
Congress Hgts.	480	700	20	2	-	-	-	-	-	-	-	-	-	-	-	22	29.0	8	2	12	3.3	-	-	-	-
Cook, J. F.	600	800	19	2	1	-	-	-	-	-	-	-	-	1	-	24	34.1	6	2	16	3.1	-	-	-	-
Cooke, H. D.	876	970	27	2	2	-	-	-	-	-	-	-	-	1	-	32	29.8	22	1	9	3.4	-	-	-	-
Crummell	240	263	8	-	2	-	-	-	-	-	-	-	-	.5	-	10.5	30.9	4.5	-	6	4.2	-	-	-	-
Crummell Annex	270	315	8	1	-	-	-	-	-	-	-	-	-	.5	-	9.5	30.6	4.5	-	5	3.2	-	-	-	-
Davis	1,146	1,382	38	3	2	-	-	-	-	-	-	-	-	1	1	45	30.1	22	2	21	3.3	2	44	48	-
Davis Annex	150	147	5	-	-	-	-	-	-	-	-	-	-	1	-	6	29.4	1	1	4	4.1	2	48	-	-
Draper	918	1,163	31	3	3	-	-	-	-	-	-	-	-	1	-	38	30.1	12	7	19	3.4	6	177	-	-
Drew	1,086	968	26	2	4	-	-	-	-	-	-	-	-	1	1	35	29.9	12	-	23	3.7	-	-	-	-
Eaton	510	394	11	1	-	-	-	-	-	-	1	-	-	-	-	13	30.6	11	1	1	3.4	-	-	-	-
Eckington	240	300	10	-	-	-	-	-	-	-	-	-	-	-	-	10	30.0	4	-	6	3.5	4	120	-	-
Edmonds	270	358	9	1	1	-	-	-	-	-	-	-	-	.5	-	11.5	33.1	3.5	1	7	3.4	-	-	-	-
Emery	510	757	20	2	-	-	-	-	-	-	-	-	-	1	1	24	30.9	11	1	12	3.3	-	-	-	-
Fillmore	270	130	3	1	-	-	-	-	-	-	-	-	-	-	-	4	31.0	2	2	-	3.5	-	-	-	-
Gage	360	392	11	1	-	-	-	-	-	-	-	-	-	-	1	13	31.2	3	-	10	3.4	-	-	-	-
Garfield	780	905	24	2	1	-	-	-	-	-	-	-	-	1	1	28	31.6	12	1	15	3.2	-	-	-	-
Garrison	1,056	1,233	31	3	2	-	-	-	-	-	-	-	-	1	1	38	32.6	22	4	12	3.2	-	-	-	-
Giddings	660	607	18	1	4	-	-	-	-	-	-	-	-	1	1	25	28.1	15	-	10	4.3	-	-	-	-

E L E M E N T A R Y S C H O O L S -- O C T O B E R 21, 1965

SCHOOL	BLDG. CAPAC- ITY	ENROLL- MENT	TEACHERS, COUNSELORS, AND LIBRARIANS													TOTAL, TCHRS. COUN. & LIBR.	PUPIL- TEACHER RATIO Gr. 1-6	STATUS OF TEACHERS, COUN. & LIBR			PROFES- SIONAL STAFF PER 100 PUPILS	PART-TIME CLASSES	
			Gr.1-6	Gen.	Spec. Acad.	Br.	H.C.	Occ.	S.C.	Adj.	SMR	Lang. Arts	Coun.	Libr.	Perm.			Prob.	Temp.	Classes		Number of Pupils	
Goding Grant	966 360	1,019 140	28 3	2 -	2 -	1 -	2 -	- -	2 -	- -	2 -	- -	1 -	1 -	34 10	30.5 24.7	33 7	- 1	1 2	3.4 7.1	- -	- -	
Green Grimke	816 690	1,221 860	28 24	3 1	1 2	- -	- -	- -	- -	- -	1 -	1 1	1 1	- -	34 29	35.2 31.3	8 14	3 2	23 13	2.9 3.5	- -	- -	
Hardy Harris	330 966	183 705	6 20	1 2	- 2	- -	- -	- -	- -	- -	1 4	- -	- -	1 1	8 30	22.0 27.8	6 12	- 1	2 17	4.6 4.4	- -	- -	
Harrison Hayes	570 240	720 235	19 6	1 1	2 1	- -	- -	- -	- -	- -	- -	- -	1 .5	- -	23 8.5	32.4 31.5	9 2.5	- 1	14 5	3.3 3.8	- 1	- 23	
Hearst Hendley	300 1,056	250 1,302	6 32	1 3	- 2	- -	- -	- -	- -	- -	1 -	1 -	- -	- -	9 38	33.2 33.4	6 4	- 6	3 28	3.8 3.0	- -	- -	
Houston Hyde	966 240	878 118	25 3	2 1	2 1	- -	- -	- -	- -	- -	2 -	- -	1 -	1 -	33 5	27.8 31.7	20 2	3 2	10 1	3.9 4.7	- -	- -	
Jackson Janney	270 600	98 466	3 14	- 2	1 -	- -	- -	- -	- -	- -	2 -	- -	- -	- -	6 18	26.7 26.4	4 11	- 7	2 -	6.1 4.1	- -	- -	
Keene Keene Demountable	660 -	845 103	21 3	2 -	1 1	- -	- -	- -	- -	- -	- -	- -	1 -	- -	25 4	33.1)	13 1	2 1	10 2	3.2)	- -	- -	
Kenilworth Ketcham	978 540	1,040 757	29 21	2 2	2 2	- -	- -	- -	- -	- -	- -	- -	1 -	- -	34 25	30.8 29.3	22 8	2 2	10 15	3.4 3.4	- 5	- 126	
Key Kimball	300 660	172 976	4 25	1 2	- 2	- -	- -	- -	- -	- -	1 -	2 -	- 1	- -	8 31	29.8 32.4	4 11	2 2	2 18	4.9 3.3	- -	- -	
Kingsman Lafayette	786 650	1,002 724	29 20	2 2	1 -	- -	- -	- -	- -	- -	- -	- -	- -	- .5	32 22.5	29.1 30.2	7 15	3 3	22 4.5	3.3 3.3	- -	- -	

E L E M E N T A R Y S C H O O L S -- O C T O B E R 2 1, 1 9 6 5

SCHOOL	BLDG. CAPAC- ITY	ENROLL- MENT	TEACHERS, COUNSELORS, AND LIBRARIANS													TOTAL, TCHRS. COUN. & LIBR.	PUPIL- TEACHER RATIO Gr. 1-6	STATUS OF TEACHERS, COUN. & LIBR.				PROFES- SIONAL STAFF PER 100 PUPILS	PART-TIME CLASSES	
			Gr.1-6	Kgn.	Spec. Acad.	Br.	H.C.	Occ.	S.C.	Adj.	SMR	Lang. Arts	Coun.	Libr.	Perm.			Prob.	Temp.	Classes	Number of Pupils			
Langdon	738	825	25	1	1	-	-	-	-	-	-	-	1	-	28	29.8	17	3	8	3.5	-	-		
Langston	270	333	9	1	-	-	-	-	-	-	-	-	.5	-	11.5	29.4	2.5	2	7	3.6	4	114		
LaSalle	990	1,012	32	3	1	-	-	-	-	-	-	-	1	1	38	26.9	36	-	2	3.9	-	-		
Lenox	528	489	13	1	2	-	-	-	-	-	-	-	1	-	17	30.5	6	-	11	3.6	-	-		
Lenox Annex	-	208	6	1	-	-	-	-	-	-	-	-	-	-	7	29.8	2	-	5	3.6	-	-		
Lewis	738	813	24	2	-	-	-	-	-	-	-	-	1	-	27	29.0	9	1	17	3.4	-	-		
Logan	660	663	19	2	-	-	-	-	-	-	-	-	1	-	22	29.6	12	1	9	3.6	-	-		
Logan Demountable	-	206	6	-	2	-	-	-	-	-	-	-	-	8	5		3	-	3		-	-		
Lovejoy	660	821	23	2	1	1	-	-	-	-	-	-	1	-	27	30.8	15	1	11	3.4	6	194		
Ludlow	270	228	7	1	1	-	-	-	-	-	-	-	.5	-	9.5	26.9	1.5	3	5	4.4	-	-		
Madison	240	235	8	-	-	-	-	-	-	-	-	-	.5	-	9.5	27.9	5.5	-	4	4.3	-	-		
Mann	300	239	7	1	-	-	-	-	-	-	-	1	-	-	9	29.0	6	-	3	4.0	-	-		
Maury	498	921	23	2	1	-	-	-	-	-	-	-	1	-	27	34.9	9	1	17	3.0	6	214		
Merritt	720	550	16	2	2	-	-	-	-	-	-	1	1	-	22	27.5	14	1	7	4.2	-	-		
Meyer	1,056	1,273	34	3	2	-	-	-	-	-	-	-	1	1	41	31.6	21	6	14	3.3	3	83		
Military Road	-	44	-	-	-	-	-	-	-	-	-	5	-	-	5	-	-	-	5	11.4	-	-		
Miner	996	1,055	30	2	3	-	-	-	-	-	1	-	1	-	37	29.3	22	2	13	3.6	-	-		
Monroe	510	721	18	2	2	-	-	-	-	-	-	-	1	-	23	32.1	11	1	11	3.3	-	-		
Morgan	510	830	22	2	-	-	-	-	-	-	-	-	1	-	25	32.1	16	1	8	3.1	-	-		
Morgan Annex	240	186	5	-	3	-	-	-	-	-	-	-	-	-	8	27.8	5	-	3	4.3	-	-		
Morse	240	246	8	-	1	-	-	-	-	-	-	-	.5	-	9.5	28.5	8.5	-	1	4.1	-	-		
Moten	948	1,175	30	2	2	-	-	-	-	-	-	-	1	-	35	33.4	14	1	20	3.1	-	-		

E L E M E N T A R Y S C H O O L S -- O C T O B E R 21, 1965

SCHOOL	BLDG. CAPAC- ITY	ENROLL- MENT	TEACHERS, COUNSELORS, AND LIBRARIANS										TOTAL, TCHRS. COUN. & LIBR.	PUPIL- TEACHER RATIO Gr. 1-6	STATUS OF TEACHERS, COUN. & LIBR.			PROFES- SIONAL STAFF PER 100 PUPILS	PART-TIME CLASSES			
			Gr.1-6	Gen.	Spec. Acad.	Br.	H.C.	Occ.	S.C.	Soc. Adj.	SMR	Lang. Arts			Coun.	Libr.	Perm.		Prob.	Temp.	Classes	Number of Pupils
Mott	780	764	22	1	3	-	-	-	-	1	-	-	1	-	28	28.5	21	1	6	3.8	-	-
Murch	690	644	21	2	-	-	-	-	-	-	-	-	-	23.5	26.9	18	1	4.5	3.8	-	-	
Nalle	780	737	21	2	1	-	-	-	-	-	1	-	-	25	29.3	9	1	15	3.5	-	-	
Nichols Avenue	480	712	21	2	-	-	-	-	-	-	-	-	1	24	29.2	7	1	16	3.5	6	161	
Noyes	708	827	23	2	2	-	-	-	-	-	-	-	-	28	30.2	20	2	6	3.5	-	-	
Orr	300	357	8	1	1	-	-	-	-	-	-	-	-	10	34.5	3	2	5	2.9	-	-	
Oyster	270	289	8	1	-	-	-	-	-	-	-	-	-	9	30.9	5	2	2	3.3	-	-	
Park View	1,038	1,009	31	2	2	-	-	-	-	-	-	-	-	36	27.7	23	3	10	3.7	-	-	
Patterson	1,050	1,073	28	4	-	-	-	-	-	-	-	-	1	33	30.8	19	4	10	3.2	-	-	
Payne	678	734	22	2	1	-	-	-	-	-	-	-	1	26	) 28.7	13	3	10	) 3.6	-	-
Payne Demountable	-	128	4	-	-	-	-	-	-	-	-	-	-	4		4	4	-		-		
Peabody	390	387	11	1	2	-	-	-	-	-	-	-	.5	14.5	29.1	3.5	-	11	3.9	-	-	
Perry	420	388	10	-	5	-	-	-	-	2	-	-	.5	17.5	29.0	10.5	-	7	4.6	-	-	
Petworth	570	795	21	2	2	-	-	-	-	-	-	-	-	25	30.5	16	2	7	3.3	-	-	
Pierce	240	342	9	1	-	-	-	-	-	-	-	-	.5	10.5	32.3	5.5	-	5	3.2	4	132	
Plummer	1,056	1,171	33	2	3	-	-	-	-	-	-	-	1	40	30.3	13	7	20	3.5	-	-	
Powell	618	698	18	2	1	-	-	-	-	-	-	-	1	22	31.7	15	-	7	3.2	-	-	
Powell Annex	228	277	9	-	-	-	-	-	-	-	-	-	-	9	30.8	5	2	2	3.4	-	-	
Randle Highlands	240	409	11	1	-	-	-	-	-	-	-	-	-	12	32.6	6	-	6	3.1	4	122	
Raymond	570	738	22	1	1	-	-	-	-	-	-	-	-	24	30.0	13	1	10	3.4	4	140	
Richardson	960	874	25	2	2	-	-	-	-	-	-	-	1	30	) 29.3	14	5	11	) 4.2	-	-
Richardson Demountable	-	61	-	-	-	-	-	-	-	-	-	-	-	8		2	1	5		-		

E L E M E N T A R Y S C H O O L S -- O C T O B E R 21, 1 9 6 5

SCHOOL	BLDG. CAPAC- ITY	ENROLL- MENT	TEACHERS, COUNSELORS, AND LIBRARIANS											TOTAL, TCHRS. COUN. & LIBR.	PUPIL- TEACHER RATIO Gr. 1-6	STATUS OF TEACHERS, COUN. & LIBR.			PROFES- SIONAL STAFF PER 100 PUPILS	PART-TIME CLASSES	
			Gr.1-6	Kgn.	Spec. Acad.	Br.	H.C.	Occ.	S.C.	Soc. Adj.	Lang. Arts	Coun.	Libr.			Perm.	Prob.	Temp.		Number of Classes	Pupils
River Terrace Rudolph	618 1,128	564 1,016	17 28	1 2	1 1	-	-	-	-	-	-	1 1	-	19 33	28.8 30.8	13 16	- 3	6 14	3.5 3.3	- -	- -
Scott Montgomery Seaton	540 390	697 317	18 11	2 1	1 1	-	-	-	-	-	-	1 1	.5 .5	23 14.5	31.3 23.6	14.5 12.5	- -	8.5 2	3.4 4.7	2 -	62 -
Shadd Shadd Demountable	840 -	755 95	25 2	2 -	1 1	-	-	-	-	-	1 -	1 -	- -	30 4	) 26.2	13 2	3 -	14 2	) 4.1	- -	- -
Shepherd Simmons	450 780	517 777	14 24	1 2	-	-	-	-	-	-	-	-	- 1	15 30	32.2 28.0	10 13	2 3	3 14	3.1 4.0	- -	- -
Simon Slater	960 240	1,230 337	32 9	2 -	2 2	-	-	-	-	-	1 -	-	1 .5	38 11.5	32.8 34.2	15 4.5	2 -	21 7	3.2 3.6	- -	- -
Slowe Smothers	330 600	388 594	11 18	1 1	-	-	-	-	-	-	-	-	- .5	12 20.5	30.6 28.2	9 14.5	-	3 6	3.2 3.5	- -	- -
Stanton Stanton Annex	810 300	1,044 293	26 7	2 1	3 -	-	-	-	-	-	1 -	-	1 -	34 8	32.2 31.9	17 3	2 2	15 3	3.3 2.9	- -	- -
Stevens Stoddert	450 300	277 195	8 6	1 1	2 -	-	-	-	-	-	1 -	2 1	- -	14 8	23.8 26.0	7 6	2 1	5 1	5.2 4.4	- -	- -
Sumner Syphax	330 810	278 774	8 22	1 2	-	-	-	-	-	-	-	-	.5 1	9.5 28	30.6 29.3	4.5 16	-	5 12	3.6 3.7	1 -	23 -
Takoma Taylor	510 240	565 307	16 8	1 1	2 -	-	-	-	-	-	-	-	- .5	19 9.5	28.9 29.6	12 3.5	2 1	5 5	3.5 3.3	- -	- -
Thomas Thomson	780 570	815 627	24 16	2 2	2 4	-	-	-	-	-	-	1 .5	- -	29 23.5	28.9 31.0	13 6.5	2 2	14 15	3.7 3.9	4 -	120 -

E L E M E N T A R Y S C H O O L S -- O C T O B E R 21, 1965

ELEMENTARY SCHOOLS -- OCTOBER 21, 1902																						
SCHOOL	BLDG. CAPAC- ITY	ENROLL- MENT	TEACHERS, COUNSELORS, AND LIBRARIANS											TOTAL, TCHRS. COUN. & LIBR.	PUPIL- TEACHER RATIO Gr. 1-6	STATUS OF TEACHERS, COUN. & LIBR.			PROFES- SIONAL STAFF PER 100 PUPILS	PART-TIME CLASSES		
			Gr.1-6	Gen.	Spec. Acad.	Br.	H.C.	Occ.	S.C.	Soc. Adj.	SMR	Lang. Arts	Coun.			Libr.	Perm.	Prob.		Temp.	Number of Classes	Pupils
Truesdell	570	718	23	2	2	-	-	-	-	-	1	-	1	1	30	26.3	28	1	1	4.3	-	-
Turner	720	843	21	2	2	-	-	-	-	-	1	1	-	-	27	31.7	9	-	18	3.3	-	-
Tyler	672	849	21	2	2	-	1	-	2	1	-	1	-	1	31	31.2	12	4	15	3.8	-	-
Van Ness	840	844	24	2	1	-	-	-	-	-	-	-	-	1	28	28.9	12	1	15	3.4	-	-
Walker-Jones	810	805	25.5	2	-	-	-	-	-	-	-	-	1	1	30.5	26.8	14	4	12.5	3.9	-	-
Watkins	918	958	30	2	3	-	-	-	-	-	1	-	1	1	38	26.0	7	-	27	4.1	-	-
Webb, Ruth K. West	816 510	987 670	29 19	2 1	2 -	- -	- -	- -	- -	- -	1 1	- -	1 -	-	36 21	27.9 30.8	10 13	3 3	23 5	3.7 3.3	-	-
Wheatley	630	750	23	2	2	-	-	-	-	-	-	-	1	1	28	26.9	11	1	16	3.9	-	-
Whittier	978	1,215	36	2	2	-	-	-	-	-	-	-	1	1	42	29.2	15	7	20	3.5	-	-
Wilson, J.O.	906	1,039	27	2	1	-	-	-	-	-	1	-	1	1	33	32.7	14	2	17	3.3	-	-
Woodridge	570	699	19	1	1	-	-	-	-	-	-	-	-	-	21	32.6	9	4	8	3.1	-	-
Young	960	1,220	31	3	2	-	-	-	-	-	-	-	1	1	37	31.5	21	2	14	3.1	-	-
Young Demountable	-	253	8	-	-	-	-	-	-	-	-	-	-	-	8		6	-	2		-	-
To balance to nearest whole number	-	-	.5	-	-	-	-	-	-	-	-	-	-	.5	1	-	-	1	-	-	-	
TOTAL, ELEMENTARY SCHOOLS ...	83,244	92,394	2,559	208	178	1	3	8	3	24	39	14	83	24	3,144	30.2	1,560	241	1,343	3.5	72	2,134

Documentation
on
School Officers

K-6

Table 2. -- Number of Educational Officers on October 21, 1965

Type of position (1)	White			Colored			Both races		
	Men (2)	Women (3)	Total (4)	Men (5)	Women (6)	Total (7)	Men (8)	Women (9)	Total (10)
Central administrative officers <u>a/</u>	7	1	8	3	1	4	10	2	12
Central supervisory officers <u>b/</u>	23	31	54	21	35	56	44	66	110
Principals and assistant principals <u>c/</u>	33	53	86	67	77	144	100	130	230
All educational officers	63	85	148	91	113	204	154	198	352

a/Includes superintendent, deputy superintendent, and assistant superintendents.

b/Includes executive assistant to superintendent, executive assistant to deputy superintendent, assistants to assistant superintendents, psychiatrist, chief examiner, directors, supervising directors, assistant directors, statistical analyst, supervisors, clinical psychologists, psychiatric social workers, and chief attendance officers.

c/Includes president, dean, and registrar at D. C. Teachers College.



Central Administrative Officers
October 21, 1965

<u>Type of Position</u>	<u>White</u>			<u>Colored</u>			<u>Both Races</u>		
	<u>Men</u>	<u>Women</u>	<u>Total</u>	<u>Men</u>	<u>Women</u>	<u>Total</u>	<u>Men</u>	<u>Women</u>	<u>Total</u>
Superintendent	1	-	1	-	-	-	1	-	1
Deputy Superintendent	1	-	1	-	-	-	1	-	1
Assistant Superintendents	5	1	6	3	1	4	8	2	10
Total, Central Administrative Officers	7	1	8	3	1	4	10	2	12
<u>Central Supervisory Officers</u>									
Executive Assistants to Superintendent and Deputy Superintendent	1	-	1	1	-	1	2	-	2
Assistants to Assistant Superintendents	3	1	4	5	-	5	8	1	9
Psychiatrist	-	-	-	-	1	1	-	1	1
Chief Examiner	1	-	1	-	-	-	1	-	1
Directors	3	2	5	2	2	4	5	4	9
Food Services - Director	-	1	1	-	-	-	-	1	1
Assistant Directors	-	1	1	1	-	1	1	1	2
	-	2	2	1	-	1	1	2	3

Central Supervisory Officers (Continued)
October 21, 1965

<u>Type of Position</u>	<u>White</u>			<u>Colored</u>			<u>Both Races</u>		
	<u>Men</u>	<u>Women</u>	<u>Total</u>	<u>Men</u>	<u>Women</u>	<u>Total</u>	<u>Men</u>	<u>Women</u>	<u>Total</u>
Attendance Department - Director	-	1	1	-	-	-	-	1	1
Chief Attendance Officers..	-	1	1	-	1	1	-	2	2
	-	2	2	-	1	1	-	3	3
Supervising Directors	7	12	19	5	10	15	12	22	34
Assistants to Chief Examiner ...	1	-	1	-	1	1	1	1	2
Assistant Directors	5	2	7	5	7	12	10	9	19
Supervisors	-	5	5	-	7	7	-	12	12
Statistician	1	-	1	-	-	-	1	-	1
Clinical Psychologists	1	4	5	2	1	3	3	5	8
Psychiatric Social Workers	-	1	1	-	4	4	-	5	5
Coordinator of Practical Nursing	-	-	-	-	1	1	-	1	1
Total, Central Supervisory Officers	23	31	54	21	35	56	44	66	110

Principals and Assistant Principals

October 21, 1965

Type of Position	White			Colored			Both Races		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Elementary Schools -- Principals.	7	34	41	19	50	69	26	84	110
Junior High Schools -- Principals	8	3	11	11	3	14	19	6	25
Assistant Principals	6	5	11	16	17	33	22	22	44
Senior High Schools -- Principals	4	1	5	6	-	6	10	1	11
Assistant Principals	3	6	9	9	5	14	12	11	23
Vocational High -- Principals	1	1	2	2	1	3	3	2	5
Assistant Principals	-	1	1	1	1	2	1	2	3
Boys' Junior-Senior -- Principal.	-	-	-	1	-	1	1	-	1
Americanization Sch.-- Principal.	1	-	1	-	-	-	1	-	1
Capitol Page School -- Principal.	1	-	1	-	-	-	1	-	1
Sharpe Health School-- Principal.	-	1	1	-	-	-	-	1	1
Assistant Principal	-	1	1	-	-	-	-	1	1
Armstrong Adult Ed -- Principal.	-	-	-	1	-	1	1	-	1
Assistant Principal	-	-	-	1	-	1	1	-	1
D.C. Teachers College --									
President.	1	-	1	-	-	-	1	-	1
Deans	-	-	-	2	-	2	2	-	2
Registrar.	1	-	1	-	-	-	1	-	1
Total -- Principals	23	40	63	40	54	94	63	94	157
Assistant Principals.	10	13	23	29	23	52	39	36	75
Total, Principals and Assistant Principals	33	53	86	69	77	146	102	130	232

Government of the District of Columbia

OFFICE OF THE CORPORATION COUNSEL
DISTRICT BUILDING
WASHINGTON, D. C. 20004



IN REPLY REFER TO:

November 29, 1966

CP:MJM:dlg

Mr. Rick Giselson
Clerk, U.S. District Court
Civil Division
United States District Court House
Washington, D. C.

In re: Hobson, et al., v. Hansen, et al.
Civil Action No. 82-66

Dear Rick:

Earlier today Miss Pat Saltonstall and I examined the exhibits in the Hobson case that had been substituted for previously offered and accepted exhibits that had been marked up by the plaintiffs. With one exception, the exhibits are in good order.

Plaintiffs "Exhibit L-II" as offered included the percent of enrollment to capacity of the schools at the various levels. The exhibit submitted to the Court for substitution for the marked up copy of L-II did not contain these calculations. To remedy this, please find enclosed one copy of plaintiffs L-II that includes the calculations. I trust that you will be able to substitute the enclosed copy for the existing exhibit without further action by this office. This arrangement was agreed to by Miss Saltonstall.

Very truly yours,

MATTHEW J. MULLANEY
Assistant Corporation Counsel, D. C.

cc: Miss Pat Saltonstall

GOVERNMENT OF THE DISTRICT OF COLUMBIA

OFFICE OF THE COMMISSIONER OF THE DISTRICT OF COLUMBIA
DEPARTMENT OF THE DISTRICT OF COLUMBIA
WASHINGTON, D. C.



OFFICE OF THE COMMISSIONER

WASHINGTON, D. C.

DEPARTMENT OF THE DISTRICT OF COLUMBIA

THE DISTRICT OF COLUMBIA
OFFICE OF THE COMMISSIONER
DEPARTMENT OF THE DISTRICT OF COLUMBIA
WASHINGTON, D. C.

IN WITNESS WHEREOF, I have hereunto set my hand and the seal of the District of Columbia, this 1st day of January, 1901.

COMMISSIONER

Attest: I, the undersigned, being a duly qualified and sworn official of the District of Columbia, do hereby certify that the foregoing is a true and correct copy of the original as the same appears in the records of the Department of the District of Columbia.

Witness my hand and the seal of the District of Columbia, this 1st day of January, 1901.

Attest: I, the undersigned, being a duly qualified and sworn official of the District of Columbia, do hereby certify that the foregoing is a true and correct copy of the original as the same appears in the records of the Department of the District of Columbia.

DEPARTMENT OF THE DISTRICT OF COLUMBIA

WASHINGTON, D. C.

DEPARTMENT OF THE DISTRICT OF COLUMBIA

FL-11

40

Public Schools of the District of Columbia

CAPACITY OF EACH BUILDING, PUPIL MEMBERSHIP, AND NUMBER OF TEACHERS,
OCTOBER 21, 1965, BY SCHOOLS AND SCHOOL LEVELS
and Percent of Enrollment to Capacity

Prepared by

Department of General Research, Budget, and Legislation
Office of the Statistical Analyst
December 8, 1965

Table 1. -- Summary of Building Capacity, Pupil Membership, and Number of Teachers--October 21, 1965, for All School Levels a/

School level (1)	Building capacity (2)	Pupil membership (3)	Percent of	
			Number of teachers (4)	<u>Enrollment to Capacity</u>
Elementary Schools	83,244	92,394 Amer. +568 92,962	3,287 <u>b/</u>	111.0 111.7
Junior High Schools	24,675	28,923	1,469	
Minus Grade 9 housed in two senior high schools		- 667 28,256	- 35 1,434	114.5 114.6
Senior High Schools	17,154	Boys' Jr-Sr +29 28,285 18,537	855	
Plus Grade 9 from two junior high schools		+ 667 19,204	+ 35 890	112.0
Boys' Junior-Senior High School	--	29	5	
Twilight Classes	--	111	14	
Vocational High Schools	2,628	2,858	180	108.8
Americanization School	--	568	10	
Capitol Page School	--	51	6	
Sharpe Health School, Visiting Instruction, and Girls' Rehabilitation Program	--	545	57	
D. C. Teachers College	1,150	1,444	58	125.6
Teachers Serving All Levels	--	--	159	
Grand total	128,851	145,460	6,100 <u>c/</u>	

a/ Figures, Column 4, in totals by level, and summary, rounded to nearest whole number.

b/ Includes 68 Teachers College personnel at LaSalle and Truesdell Laboratory Schools.

c/ Includes 199 counselors, 69.5 librarians, and 4 school social workers.

Table 2. Elementary Schools--Building Capacity, Pupil Membership, and
Number of Teachers--October 21, 1965

School (1)	Building capacity (2)	Pupil membership (3)	Percent of	
			Number of teachers (4)	Enrollment to Capacity
Adams	630 ^{a/}	357 + 568 = 925	12	146.8
Aiton	996	1,003	34	100.7
Amidon	786	782	30	99.5
Bancroft	780	1,016	30	130.3
Barnard	996	1,245	44	125.0
Beers	660	844	26	127.9
Benning (Old)	240	244	8	101.7
Benning (New)	270	266	8	98.5
Birney	900	1,115	37	123.9
Blair	240	267	8.5	111.3
Blow	270	340	12.5	125.9
Bowen, A.	720	654	22	90.8
Brent	240	224	9.5	93.3
Brightwood	654	721	24	110.2
Brookland	360	394	12	109.4
Bruce	510	570	20	111.8
Bryan	828	542	30	113.8
Buchanan	630	733	25	116.3
Bundy	600	406	21	67.7
Bunker Hill	1,116	1,174	37	105.2
Burroughs	918	1,011	33	110.1
Burrville	630	619	23	98.3
Carver	240	344	10.5	143.3
Cleveland	570	726	22	127.4
Congress Heights	480	700	22	145.8
Cook, J. F.	600	800	24	133.3
Cooke, H. D.	876	970	32	110.7
Crummell	240	263	10.5	109.6
Crummell Annex	270	315	9.5	116.7
Davis	1,146	1,382	45	120.6
Davis Annex	150	147	6	98.0
Draper	918	1,163	38	126.7
Drew	1,086	968	35	89.1
Eaton	510	394	13	77.3
Eckington	240	300	10	125.0
Edmonds	270	358	11.5	132.6
Emery	510	757	24	144.4
Fillmore	270	130	4	48.1
Gage	360	392	13	104.9
Garfield	780	905	28	115.0
Garrison	1,056	1,233	38	115.8
Giddings	660	607	25	92.0
Goding	966	1,019	34	105.5
Grant	360	140	10	38.9
Green	816	1,221	34	149.6
Grimke	690	860	29	124.6

(Continued on next page)

Table 2. Elementary Schools--Building Capacity, Pupil Membership, and
Number of Teachers--October 21, 1965
(Continued)

School (1)	Building capacity (2)	Pupil membership (3)	Percent of	
			Number of teachers (4)	Enrollment to Capacity
Hardy	330	183	8	55.5
Harris	966	705	30	73.0
Harrison	570	720	23	126.3
Hayes	240	235	8.5	97.9
Hearst	300	250	9	83.3
Hendley	1,056	1,302	38	123.3
Houston	966	878	33	90.9
Hyde	240	118	5	49.2
Jackson	270	98	6	36.3
Janney	600	466	18	77.7
Keene	660	845	25	
Keene Demountable (Emergency housing)	--	103	4	143.6
Kenilworth	978	1,040	34	106.3
Ketcham	540	757	25	140.2
Key	300	172	8	57.3
Kimball	660	976	31	147.9
Kingsman	786	1,002	32	127.5
Lafayette	690	724	22.5	104.9
Langdon	738	825	28	111.8
Langston	270	333	11.5	123.3
LaSalle Laboratory	990	1,012	38 b/	102.2
Lenox	528	489	17	
Lenox Annex	--	208	7	132.0
Lewis	738	813	27	110.2
Logan	660	663	22	
Logan Demountable (Emergency housing)	--	206	8	131.7
Lovejoy	660	821	27	124.4
Ludlow	270	228	9.5	84.4
Madison	240	235	9.5	97.9
Mann	300	239	9	79.7
Maury	498	921	27	184.9
Merritt	720	550	22	76.4
Meyer	1,056	1,273	41	120.5
Military Road (Special facilities) .	--	44	5	
Miner	996	1,055	37	105.9
Monroe	510	721	23	141.4
Morgan	510	830	25	162.7
Morgan Annex	240	186	8	77.5
Morse	240	246	9.5	102.5
Moten	948	1,175	35	123.9
Mott	780	764	28	97.9
Murch	690	644	23.5	93.3
Nalle	780	737	25	94.5
Nichols Avenue	480	712	24	143.3

(Continued on next page)

Table 2. Elementary Schools--Building Capacity, Pupil Membership, and
Number of Teachers--October 21, 1965
(Continued)

School (1)	Building capacity (2)	Pupil membership (3)	Percent of	
			Number of teachers (4)	Enrollment to Capacity
Noyes	708	827	28	116.8
Orr	300	357	10	119.0
Oyster	270	289	9	107.0
Park View	1,038	1,009	36	97.2
Patterson	1,050	1,073	33	102.2
Payne	678	734	26	
Payne Demountable (Emergency housing)	--	128	4	127.1
Peabody	390	387	14.5	99.2
Perry	420	388	17.5	92.4
Petworth	570	795	25	139.5
Pierce	240	342	10.5	142.5
Plummer	1,056	1,171	40	110.9
Powell	618	698	22	112.9
Powell Annex	228	277	9	121.5
Randle Highlands	240	409	12	170.4
Raymond	570	738	24	129.5
Richardson	960	874	30	
Richardson Demountable (Emergency housing)	--	61	8	97.4
River Terrace	618	564	19	91.3
Rudolph	1,128	1,016	33	90.1
Scott Montgomery	540	697	23	129.1
Seaton	390	317	14.5	81.3
Shadd	840	755	30	
Shadd Demountable (Emergency housing)	--	95	4	101.2
Shepherd	450	517	15	114.9
Simmons	780	777	30	99.6
Simon	960	1,230	38	128.1
Slater	240	337	11.5	140.4
Slowe	330	388	12	117.6
Smothers	600	594	20.5	99.0
Stanton	810	1,044	34	128.9
Stanton Annex	300	293	8	97.7
Stevens	450	277	14	61.6
Stoddert	300	195	8	65.0
Sumner	330	278	9.5	84.2
Syphax	810	774	28	95.6
Takoma	510	565	19	110.8
Taylor	240	307	9.5	127.9
Thomas	780	815	29	104.5
Thomson	570	627	23.5	110.0
Truesdell Laboratory	570	718	30 b/	126.0
Turner	720	843	27	117.1
Tyler	672	849	31	126.3
Van Ness	840	844	28	100.5

(Continued on next page)

Table 2. Elementary Schools--Building Capacity, Pupil Membership, and
Number of Teachers--October 21, 1965
(Continued)

School (1)	Building capacity (2)	Pupil membership (3)	Percent of	
			Number of teachers (4)	Enrollment to Capacity
Walker-Jones	810	805	30.5	99.4
Watkins	918	958	38	104.4
Webb, Ruth K.	816	987	36	121.0
West	510	670	21	131.4
Wheatley	630	750	28	119.0
Whittier	978	1,215	42	124.2
Wilson, J. O.	906	1,039	33	114.7
Woodridge	570	699	21	122.6
Young	960	1,220	37	
Young Demountable (Emergency housing)	--	253	8	153.4
Teachers serving all elementary schools	--	--	143	
To balance to nearest whole number			1	
Total, elementary schools	83,244	92,394 ^{c/} +568 Amer.	3,287 ^{d/}	111.0
		92,962		111.7

a/ Adams Elementary School (membership 357) and Americanization School (membership 568) are housed in the same building--see Table 5, page 8.

b/ Teachers College personnel.

c/ Does not include the following elementary pupils: Sharpe Health School (129), Visiting Instruction (110), and Twilight Classes (32)--see Table 5, page 8.

d/ Includes 68 teachers College personnel at LaSalle and Truesdell Laboratory Schools; includes 83 counselors, and 23.5 librarians.

Table 3. Junior High Schools--Building Capacity, Pupil Membership, and Number of Teachers--October 21, 1965

School (1)	Building capacity (2)	Pupil membership (3)	Percent of	
			Number of teachers (4)	Enrollment to Capacity
Backus	919	1,335	64	145.3
Banneker	851	1,500	82	
Minus Grade 9 (housed in Cardozo) .		- 488	- 25	
		1,012	57	118.9
Browne	1,080	1,340	69	124.1
Deal	1,083	1,171	56	108.1
Douglass	937	1,145	54	122.2
Eliot	1,212	1,215	61	100.2
Evans	894	869	45	97.2
Francis	776	878	47	113.1
Garnet-Patterson	708	889	49	125.6
Gordon	908	997	50	109.8
Hart	1,448	1,517	75	104.8
Hine	794	975	47	122.8
Jefferson	604	597	33	98.8
Kramer	951	1,245	56	130.9
Langley	905	1,109	57	122.5
Macfarland	982	1,348	67	
Minus Grade 9 (housed in Roosevelt)		- 179	- 10	
		1,169	57	119.0
Miller	1,151	1,195	60	103.8
Paul	1,126	1,205	59	107.0
Randall	1,291 ^{a/}	1,034+29 Boys' = 1063	55	82.3
Shaw	1,167	1,434	77	122.9
Sousa	1,044	1,324	62	126.8
Stuart	783	913	50	116.6
Taft	994	1,246	61.5	125.4
Terrell	937	1,215	64	129.7
Woodson	1,130	1,227	62	108.6
Teachers on special assignments			5	
To balance to nearest whole number			1.5	
Total, junior high schools	24,675	28,923 ^{b/}	1,469 ^{c/}	
Minus Grade 9 housed in two senior high schools		- 667	- 35	
		28,256	1,434	114.5
		+29 Boys' Jr-Sr		
		28,285		114.6

^{a/} Boys' Junior-Senior High School (membership 29) is housed in Randall Junior High School (membership 1,034).

^{b/} Does not include the following junior high pupils: Boys' Junior High (23), Sharpe Health School (46), Visiting Instruction (81), Girls' Junior High (33), and Twilight Classes (74)--see Table 5, page 8.

^{c/} Includes 66 counselors, and 23 librarians.

Table 4. Senior High Schools--Building Capacity, Pupil Membership, and Number of Teachers--October 21, 1965

School (1)	Building capacity (2)	Pupil membership (3)	Percent of	
			Number of teachers (4)	Enrollment to Capacity
Anacostia	1,369	1,508	70	110.2
Ballou	1,187	1,441	66	121.4
Cardozo	1,780	1,775	87	
Plus Grade 9, Banneker		+ 488	+ 25	
		2,263	112	127.1
Coolidge	1,473	1,617	75	109.8
Dunbar	1,258	1,511	68	120.1
Eastern	2,327	2,621	115	112.6
McKinley	1,787	2,081	91	116.5
Roosevelt	1,551	1,503	72	
Plus Grade 9, Macfarland		+ 179	+ 10	
		1,682	82	108.4
Spingarn	1,627	1,784	84	109.6
Western	1,308	1,323	61	101.1
Woodrow Wilson	1,487	1,373	66	92.3
Total, senior high schools	17,154	18,537 ^{a/}	855 ^{b/}	
Plus Grade 9 from two junior high schools		+ 667	+ 35	
		19,204	890	112.0

^{a/} Does not include the following senior high pupils: Boys' Senior High (6), Sharpe Health School (26), Visiting Instruction (79), Girls' Senior High (44), and Twilight Classes (5)--see Table 5, page 8.

^{b/} Includes 41 counselors and 14 librarians.

Table 5. Special Schools and Teachers College--Building Capacity, Pupil Membership, and Number of Teachers--October 21, 1965

School (1)	Building capacity (2)	Pupil membership (3)	Number of teachers (4)	Percent of Enrollment to Capacity
<u>Vocational High Schools</u>				
Bell	540	455	33	84.3
Burdick	468	529	28	113.0
Chamberlain	540	531	34	98.3
Phelps	540	717	42.5*	132.8
M.M.Washington	540	626	42	115.9
To balance to nearest whole number .....			.5	
Total, vocational high			2,628	2,858
*Phelps librarian serves Bell, Chamberlain, and Phelps.			180 ^{a/}	108.8
<u>Americanization School</u>				
(in Adams Elementary School)	--b/	568	10	
<u>Boys' Junior-Senior High School</u>				
(in Randall Junior High)	--c/	29	5	
<u>Capitol Page School</u>				
	--d/	51	6	
<u>Sharpe Health School (Special facilities)</u>				
Orthopedically Handicapped	--	198	20	
Visiting Instruction	--	270	33	
Girls' Rehabilitation Program	--e/	77	4	
	--	545	57 ^{f/}	
<u>Twilight Classes</u>				
Bundy - Elementary	--	32	5	
Francis - Junior High	--	47	5	
Senior High	--	5		
Sousa - Junior High	--	27	4	
		111	14	

(Continued on next page)

Table 5. Special Schools and Teachers College--Building Capacity, Pupil Membership, and Number of Teachers--October 21, 1965
(Continued)

School (1)	Building capacity (2)	Pupil membership (3)	Number of teachers (4)	Percent of Enrollment to Capacity
<u>D. C. Teachers College</u>				
Miner Building	600			
Wilson Building	550			
	1,150	1,444	58 ^{g/}	125.6

a/ Includes 7 counselors and 3 librarians--Vocational High Schools.

b/ Americanization School (membership 568) is housed in Adams Elementary School (membership 357)--see Table 2, page 2.

c/ Boys' Junior-Senior High School (membership 29) is housed in Randall Junior High School (membership 1,034)--see Table 3, page 6.

d/ Capitol Page School is housed in The Library of Congress.

e/ Girls' School is housed in Webster Building.

f/ Includes 1 counselor and 1 librarian--Sharpe Health School.

g/ Includes 5 librarians--D. C. Teachers College.

Table 6. Serving All Levels--Number of Teachers Serving All Levels
October 21, 1965

Classification (1)	Number of teachers (2)
<u>General Research, Budget, and Legislation</u>	
Research assistants	2
<u>Personnel Office</u>	1
<u>Pupil Personnel Services</u>	
School psychologists	30
School social workers	3
<u>Reading Clinic</u>	41.5
<u>Speech Clinic</u>	76
<u>Urban Service Corps</u>	1
<u>Visual and Auditory Aids, and Library Services</u>	2
<u>Work Training Program (Includes 1 counselor)</u>	2
To balance to nearest whole number .....	.5
Total, serving all levels	159

U.

Per Capita Expenditures of Elementary Schools
District of Columbia 1962-63

First Quartile

Name of School	Enrollment ADA	Per Capita 1963
1. Military Road	31.9	1,818.21
2. Grant	62.8	831.66
3. Bundy	385.6	563.70
4. Fillmore	109.0	529.60
5. Jackson	81.0	509.32
6. Carver	264.3	501.98
7. Hardy	154.2	469.68
8. Adams	320.9	467.26
9. Hyde	125.4	457.22
10. Eaton	316.0	438.82
11. Hayes	179.3	438.39
12. Gage	316.4	438.21
13. Stoddert	169.6	436.92
14. Mann	235.3	435.75
15. Key	150.8	432.78
16. Mott	766.2	426.56
17. Giddings	556.4	426.30
18. Perry	377.0	421.52
19. Burrville	516.2	404.86
20. Slowe	266.4	403.20
21. Hearst	204.8	400.78
22. Truesdell	675.0	391.58
23. Blair	198.8	381.39
24. Thomson	502.3	380.57
25. Buchanan	548.7	379.99
26. Janney	480.7	376.72
27. Brent	211.1	372.48
28. Merritt	569.1	372.03
29. Blow	382.1	371.59
30. Sumner	257.5	365.98
31. Morse	240.5	362.34
32. Brookland	343.7	352.43



THE UNIVERSITY OF CHICAGO
LIBRARY

1911

1911

1911

1911

1911

1911

1911

1911

1911

1911

1911

1911

1911

1911

1911

1911

1911

1911

1911

1911

1911

1911

1911

1911

1911

1911

1911

1911

1911

1911

Second Quartile

Name of School	Enrollment ADA	Per Capita 1963
1. Murch	648.9	352.21
2. Syphax	682.0	351.74
3. Payne & Annex	777.9	350.65
4. Simmons	728.5	350.20
5. Orr	260.0	347.89
6. Cleveland	631.2	343.39
7. Woodridge	539.4	342.11
8. Langston	279.9	340.48
9. Lenox	458.2	339.48
10. Madison	237.1	338.42
11. River Terrace	587.9	338.33
12. Stanton & Annex	940.6	337.35
13. Petworth	659.4	333.99
14. Richardson	895.2	326.26
15. Takoma	434.2	325.92
16. Cook, J.F.	700.2	325.90
17. Shadd	866.5	325.76
18. A Bowen	637.5	324.72
19. Seaton	334.4	323.28
20. La Salle	1035.2	322.56
21. Bryan	774.2	321.22
22. Kenilworth	914.5	321.15
23. Shepherd	454.1	318.69
24. Birney	880.8	317.90
25. Edmonds	293.1	317.09
26. Stevens	340.5	317.02
27. Crummel	525.8	316.84
28. Ketcham	562.3	315.80
29. West	555.2	315.04
30. Smothers	541.5	314.19
31. Raymond	690.9	313.64
32. Morgan Annex	200.7	311.97
33. Lafayette	679.7	311.91

Third Quartile

Name of School	Enrollment ADA	Per Capita 1963
1. Congress Heights	546.0	309.42
2. Langdon	756.9	305.92
3. Park View	1026.0	303.21
4. Randle Highland	296.5	302.71
5. Brightwood	656.6	301.78
6. Nichols Ave	545.4	300.08
7. Amidon	607.3	299.01
8. Moten	931.1	298.28
9. Walker-Jones	830.7	298.08
10. Garrison	809.6	297.05
11. Montgomery	613.7	296.61
12. Noyes	737.7	295.76
13. Thomas	770.1	295.68
14. Benning & Annex	502.4	294.58
15. Harrison	821.4	294.56
16. Oyster	246.2	294.25
17. Lovejoy	768.7	294.19
18. Ludlow	213.6	294.15
19. Logan & Annex	860.9	294.05
20. Young & Annex	1357.1	292.90
21. Taylor	277.9	292.72
22. Draper	850.2	292.31
23. Aiton	876.4	292.26
24. Kingsman	902.0	289.91
25. Drew	967.5	289.65
26. Wheatley	665.3	288.69
27. Peabody	391.2	287.87
28. Patterson	982.6	286.32
29. Goding	977.6	286.28
30. Morgan	667.8	285.22
31. Wilson, J O	897.7	285.14
32. Grimke	983.0	283.32

Fourth Quartile

Name of School	Enrollment ADA	Per Capita 1963
1. Tyler	788.6	283.15
2. Rudolph	813.5	281.89
3. Turner	776.9	281.75
4. Burroughs	883.3	281.65
5. Keene	837.8	278.43
6. Garfield	862.2	278.52
7. Hendley	821.0	277.33
8. Webb	885.9	276.33
9. Barnard	1078.9	275.85
10. Beers	685.8	275.73
11. Simon	945.5	274.62
12. Bruce	650.1	274.22
13. Monroe	839.9	268.84
14. Nolle	796.0	268.75
15. Slater	292.1	268.41
16. Whittier	1025.0	269.11
17. Eckington	257.7	266.20
18. Emery	730.2	266.24
19. Maury	721.7	265.23
20. Van Ness	898.1	264.31
21. Bancroft	777.9	263.88
22. Powell	917.5	262.86
23. Miner	969.4	260.12
24. Davis	1043.6	260.10
25. Kimball	1037.9	256.71
26. Plummer	1206.3	251.57
27. Cook, H D	976.9	249.64
28. Watkins	941.6	246.21
29. Bunker Hill	904.4	242.22
30. Pierce	355.4	226.38
31. Lenox Annex	225.2	226.22
32. Houston	734.9	223.48

Conclusions

1. The Average Per Capita available from the Congressional appropriation for 1962-63 for all Elementary students was \$307.30.
2. In the 1962-63 final account it is shown that the 29,614.6 students in the two top quartiles received per capita appropriations above this average amount.
3. In the 1962-63 final accounting it is shown that 49,018.9 students in the two lower quartiles received per capita appropriations of less than this average amount of \$307.30.
4. If each and all of the 9,867.1 students in Quartile I had received the average allotment of \$307.30, this quartile would have expended \$3,032,159.83. They actually expended \$4,057,069 or \$1,024,909.17 above this amount.

These 9,867.1 students in Quartile I received expenditure appropriations ranging from \$58.68 to \$524.36 above the appropriated average of \$307.30.

The entire group of 9,867.1 students in Quartile I received expenditure appropriations which averaged \$407.10 each or \$99.80 above the average appropriated in the Congressional allotment.
5. The average per capita expenditure of the 9,867.1 students in Quartile I is compared with the average per capita expenditures in each of the other quartiles as follows:

It exceeded the per capita expenditure of \$329.01 in the Second Quartile of 19,747.5 students by \$78.09 per student.

It exceeded the per capita expenditure of \$293.88 in the third quartile of 23,337.1 students by \$113.22 per student.

It exceeded the per capita expenditure of \$265.04 for the 25,861.8 students in Quartile IV by \$142.06 per student.
6. In fact the \$407.10 per capita expenditures for the 9,867.1 students in Quartile I exceeded the per capita expenditure of \$293.20 for all the remaining 68,766.4 students in Quartile II, III and IV by \$113.90 per student.

This means that these 68,766.4 students were educated in a system which gave them only 72.02% of the financial support per capita which was available to the 9,867.1 students in Quartile I.
7. The Washington Post of Sunday May 17, 1964 calls attention to the fact that in 1953, just before integration, the Washington School System was spending \$240.27 for the education of each white student while spending only \$186.71 (that is only 77.71%) for each Negro student.

8. In Quartile I, we have another chosen group which has a greater preferred status in 1964 than the whites had in 1953 -- they get a 100% appropriation per capita of \$407.10, while the 68,766.4 students in Quartiles II, III, and IV receive an average of 72.02% of this amount.
9. As for the poor 25,681.8 students in Quartile IV, they receive only 64.86% of the \$407.10 received in Quartile I.
10. While the 9,867.1 in Quartile I received \$1,024,909.17 above the per capita average appropriated for Elementary Schools, the 25,861.8 students in Quartile IV, students who on the basis of the average \$307.30 should have received \$7,892,017.14, received only \$6,806,677.00 -- that is, \$1,085,340.14 below normal.
The top quartile receives \$1,024,909.17 more than the average requires.
The lowest quartile receives \$1,085,340.14 less than the average requires.
11. The Superintendent, I understand, is prepared to explain to us why this is so. We have need to await his explanation with eager expectations.

Source? (Given to P.S. by Mrs. Williamson)

33

$$\begin{array}{r} 296 \\ 19 \\ \hline 315 \end{array}$$

42

$$\begin{array}{r} 296 \\ 19 \\ \hline \end{array}$$

1

$$\begin{array}{r} 39 \\ 296 \\ \hline 335 \end{array}$$

$$\begin{array}{r} 1223 \\ 61 \\ \hline \end{array}$$

$$\begin{array}{r} 1284 \\ \hline \end{array}$$

$$\begin{array}{r} 33 \overline{) 200} \\ 198 \\ \hline \end{array}$$

$$\begin{array}{r} 05 \\ 1284 \overline{) 6100} \\ \hline \end{array}$$

$$\begin{array}{r} 315 \\ \hline \end{array}$$

$$\begin{array}{r} 1223 \\ 61 \\ \hline \end{array}$$

$$\begin{array}{r} 1284 \\ \hline \end{array}$$

33

2

$$\begin{array}{r} 1319 \\ \hline \end{array}$$

$$\begin{array}{r} 1223 \\ 37 \\ \hline \end{array}$$

$$\begin{array}{r} 1256 \\ \hline \end{array}$$

$$\begin{array}{r} 1338 \\ 16 \\ \hline \end{array}$$

1

$$\begin{array}{r} 1338 \\ 16 \\ \hline \end{array}$$

$$\begin{array}{r} 1319 \\ \hline \end{array}$$

Public Schools of the District of Columbia

NUMBER OF PUPILS BY CURRICULUMS (TRACKS) IN THE
ELEMENTARY SCHOOLS ON OCTOBER 21, 1965

Final
B4 duplicate

School (1)	Special Academic		General ^{a/} W. and C. (4)	Honors ^{a/} W. and C. (5)	Total (6)	<i>N</i> <i>W</i>
	W. (2)	C. (3)				
Adams	3	19	278	--	300	
Aiton	--	24	846	--	870	
✓ Amidon	3	22	633	39 ✓	697	<i>597-225</i>
Bancroft	1	20	862	--	883	
Barnard	3	69	1,033	--	1,105	
✓ Beers	3	12	690	26 ✓	731	
Benning	--	--	448	--	448	
Birney	--	41	934	--	975	
Blair	--	--	237	--	237	
Blow	1	16	277	--	294	
Bowen, A.	--	29	524	--	553	
Brent	--	--	181	--	181	
✓ Brightwood ...	--	--	579	41 ✓	620	
Brookland	2	15	323	--	340	
Bruce	--	14	486	--	500	
✓ Bryan	--	30	745	40 ✓	815	
Buchanan	2	24	618	--	644	
Bundy	--	59	278	--	337	
✓ Bunker Hill ..	--	--	974	28 ✓	1,002	
✓ Burroughs	1	29	786	80 ✓	896	
Burrville	--	23	526	--	549	
Carver	--	--	291	--	291	
Cleveland	--	17	639	--	656	
Congress Heights	--	--	580	--	580	
Cook, J.F.	--	19	648	--	667	
Cooke, H.D.	4	22	805	--	831	
Crummell	--	16	492	--	508	
Davis	1	26	1,292	--	1,319	
Draper	4	30	933	--	967	
Drew	--	56	777	--	833	
✓ Eaton	--	--	262	75 ✓	337	
Eckington	--	--	300	--	300	
Edmonds	--	12	298	--	310	

(Continued on next page)

^{a/}Information not available by race.

NUMBER OF PUPILS BY CURRICULUMS (TRACKS) IN THE
ELEMENTARY SCHOOLS ON OCTOBER 21, 1965 (cont.)

School	Special Academic		General W. and C.	Honors W. and C.	Total
	W.	C.			
(1)	(2)	(3)	(4)	(5)	(6)
Emery	--	--	618	--	618
✓ Fillmore	--	--	73	20	93
Gage	--	--	343	--	343
Garfield	--	7	758	--	765
Garrison	--	38	1,011	--	1,049
Giddings	3	41	505	--	549
Goding	--	34	853	--	887
Grant	--	--	74	--	74
Green	1	18	985	--	1,004
Grimke	--	37	752	--	789
Hardy	--	--	132	--	132
Harris	--	20	556	--	576
Harrison	--	29	616	--	645
Hayes	--	14	189	--	203
✓ Hearst	--	--	159	40	199
Hendley	--	19	1,069	--	1,088
Houston	1	25	696	--	722
✓ Hyde	4	3	81	14	102
✓ Jackson	3	3	69	11	86
✓ Janney	--	--	273	97	370
✓ Keene	1	32	749	45	827
Kenilworth ...	--	33	892	--	925
Ketcham	8	6	616	--	630
Key	--	--	119	--	119
Kimball	1	23	810	--	834
Kingsman	--	18	844	--	862
✓ Lafayette	--	--	455	149	604
Langdon	--	9	744	--	753
Langston	--	--	265	--	265
✓ LaSalle	--	12	822	39	873
Lenox	2	29	396	--	427
Lenox Annex ..	--	--	179	--	179
Lewis	--	--	697	--	697
Logan	1	25	740	--	766
Lovejoy	--	15	708	--	723
Ludlow	--	12	188	--	200

(Continued on next page)

NUMBER OF PUPILS BY CURRICULUMS (TRACKS) IN THE
ELEMENTARY SCHOOLS ON OCTOBER 21, 1965 (cont.)

School	Special Academic		General W. and C.	Honors W. and C.	Total
	W.	C.			
(1)	(2)	(3)	(4)	(5)	(6)
Madison	--	12	223	--	235
✓ Mann	--	--	169	34	203
Maury	1	14	802	--	817
Merritt	--	27	440	--	467
Meyer	2	22	1,075	--	1,099
Miner	--	52	880	--	932
Monroe	--	29	578	--	607
Montgomery ...	--	16	564	--	580
Morgan	--	--	706	--	706
Morgan Annex..	--	47	139	--	186
Morse	--	18	228	--	246
Moten	1	31	1,003	--	1,035
Mott	--	62	626	--	688
✓ Murch	--	--	430	134	564
Nalle	--	11	615	--	626
Nichols Ave. .	--	--	614	--	614
Noyes	--	17	694	--	711
Orr	15	2	276	--	293
✓ Oyster	--	--	234	13	247
Park View	--	21	859	--	880
✓ Patterson	--	--	774	88	862
Payne	--	13	746	--	759
Peabody	3	24	320	--	347
Perry	--	75	290	--	365
Petworth	--	34	641	--	675
Pierce	--	--	291	--	291
Plummer	1	40	1,000	--	1,041
Powell	--	15	571	--	586
Powell Annex..	--	--	277	--	277
Randle					
✓ Highlands ...	--	--	318	41	359
Raymond	--	10	659	--	669
✓ Richardson ...	--	32	690	42	764
✓ River Terrace.	--	7	474	16	497
✓ Rudolph	--	14	850	11	875
Seaton	1	7	260	--	268
Shadd	--	36	708	--	744

(Continued on next page)

NUMBER OF PUPILS BY CURRICULUMS (TRACKS) IN THE
ELEMENTARY SCHOOLS ON OCTOBER 21, 1965 (cont.)

School (1)	Special Academic		General W. and C. (4)	Honors W. and C. (5)	Total (6)
	W. (2)	C. (3)			
✓ Shepherd	--	--	348	103	451
Simmons	--	10	673	--	683
✓ Simon	2	28	1,040	8	1,078
Slowe	--	--	337	--	337
Slater	--	29	308	--	337
Smothers	--	16	508	--	524
✓ Stanton	4	54	1,035	26	1,119
Stevens	3	22	190	--	215
✓ Stoddert	--	--	145	11	156
Sumner	--	--	245	--	245
Syphax	--	24	645	--	669
Takoma	8	13	462	--	483
Taylor	--	--	237	--	237
Thomas	--	20	693	--	713
Thomson	2	48	496	--	546
Truesdell	--	17	605	--	622
Turner	1	29	666	--	696
Tyler	6	28	655	--	689
Van Ness	1	19	694	--	714
Walker-Jones .	--	--	684	--	684
Watkins	3	45	779	--	827
Webb, R.K.	--	35	808	--	843
West	--	--	585	--	585
Wheatley	--	31	618	--	649
✓ Whittier	--	24	1,015	36	1,075
Wilson, J.O. .	--	17	883	--	900
Woodridge	--	10	620	--	630
✓ Young	--	35	1,153	75	1,263
Total	107	2,388	75,762	1,382	79,639

IMPORTANT NOTES:

Note 1: Kindergarten pupils are not included in the total school membership.

Note 2: The following types of special-education classes are not included in the table: Braille, Hearing Conservation, Severely Mentally Retarded, Occupational, Orthopedically Handicapped and Pupils with miscellaneous health problems, Sight Conservation, Social Adjustment, and Visiting Instruction.

Prepared by
Department of General Research, Budget, and Legislation
Office of the Statistical Analyst
June 27, 1966

SCHOOL PERFORMANCE RECORD UNDER THE TRACK SYSTEM

General

To understand the community's discontent with the "D. C. Track System" it becomes necessary to examine the performance record of the schools since the track system's initiation. It is the intent of this paper to evaluate this performance and compare it with the administration's claims.

In this analysis ____ points will be covered. These shall include:

1. Track Placement Relative to Income, Social Class and Race
2. Relationship Between Performance and Distribution of Funds, Educational Materials, Space and Teachers
3. Relationship Between Track Placement, Motivation, Dropouts and Delinquency
4. Tracking and Upward Mobility
5. Standard Test Performance Before and After Tracking
6. Tracking and College Eligibility

It should be interesting to note that the school administration considers three of these points to be the principle reasons for maintaining the track system. In a document entitled "Review of the Track System In The District of Columbia", written by the superintendent and presented to the Board of Education on January 13, 1964, the administration offers the hypothesis that "The track system has stimulated the establishment and maintenance of high academic standards". The administration supports this hypothesis with the following claims:

- a. The high scoring on standard examinations in the academic tracks.
- b. The increase in the number of honors and college preparatory students.
- c. The large number of transfers from the basic to higher tracks.

These claims by the administration will be examined when points 4 and 5 above are discussed.

I. Track Placement and Its Relationship to Income, Social Class and Race

In 1964 when student placement within tracks was examined relative to income, social class and race, a disturbing pattern was seen. The high school in the wealthiest, most socially prominent, predominantly white community had 92.2% of its students in the two college preparatory tracks and no students in the basic track. The high school in the poorest, least prominent, Negro community had almost a reverse performance. There were no students in the highest track, 84.8% were found in the lowest two non-college tracks and only 15.2% were in the second college oriented curriculum (see Table 1).

TABLE 1 - INCOME, CLASS AND TRACK PLACEMENT

Med. Family Income	Social Rank	% Basic	% General	% Regular	% Honors
10,734	1	0	7.8	75.1	17.1
3,872	11	16.7	68.1	15.2	0

In a study prepared by Dr. Elios Blake for the journal "Integrated Education", June, 1965, this relationship was shown to be so consistent that it was obvious that the "I.Q." tests could be abandoned. Placement could be made purely in terms of income without appreciably changing the current track placement.

II. Relationship Between Achievement and the Distribution of Funds, Educational Materials, Space and Teachers

The superintendent has stated previously in this hearing that achievement does vary directly with income. He implied that this statement was nearly a natural law. An analysis of the distribution of school funds, equipment, space and teachers would seem to indicate that this "natural law" can be greatly aided by administrative policy.

The median per capita expenditure for the elementary schools as a whole was found to be \$295 for the 1963-64 school year. During the same period, however, the administration concedes that for the eleven schools west of Rock Creek Park, the median per capita expenditure was \$445. This shows a differential of \$150 per child. It is interesting to note that the minimum dollar advantage among these schools was \$53 over the city's median.

It is worthwhile noting also that in few, if any, of these schools is there any real tracking as it is practiced in the rest of the city. Further attention should be paid to the fact that the median occupancy rate for the elementary schools west of the park is 67.3%. This means that these schools are 1/3 empty while the schools in the rest of the city literally burst at the seams.

The case varies little where the secondary schools are concerned. All of the Junior and Senior High Schools west of the park receive per capita expenditures which are at or above the median for the city. (*Note. For verification of this data see "The D. C. Public School System, A Capsule Review, October 1965, by Carl F. Hansen, Superintendent of Schools.)

An example of what this funding differential means is illustrated from a paper prepared jointly by the Washington Chapters of the Americans for Democratic Action (A.D.A.) and the Congress Of Racial Equality (C.O.R.E.) in 1964. That paper compared the teacher, book and library services for the wealthiest and poorest Junior High Schools in the city. This analysis found that:

1. There were approximately 10 books per child in the wealthiest school and 1 book per child in the poorest
2. The library in the wealthiest school had 1200 books while the library in the poorest school had no books
3. There were 43 + % temporary teachers in the wealthiest school and 19% temporary teachers in the poorest

These factors would point clearly to the conclusion that there is reason to expect higher achievement in the higher income areas of Washington.

III. Relationship Between Track Placement Motivation, Dropouts and Delinquency

Dr. Blake's study "The Track System", mentioned above clearly showed that the lower track placements were found to dominate the lower income predominantly Negro area of the city. Let us look for a moment at the basic track to see if there is a recognizable trend.

Between 1958 and 1964 there was an increase in basic track enrollment of more than 30% in the junior high schools. During the same period, the high school basic enrollment declined by roughly 50%. With the junior high school basic track enrollment sky rocketing and the high school basic enrollment declining the question arises --- Are the junior high basics becoming high school dropouts?

Two studies completed for the D. C. Department of Corrections by Dr. Alfred Simons and Nelson Burke indicated that 78% of the inmates at the Lorton Youth Center attributed their delinquency to low school placement. It is worthwhile noting that 90 + % of those inmates did all or a part of their schooling in the D. C. Public Schools.

It would be interesting to determine what proportion of our 53% dropout rate come from the two bottom high school tracks and the junior high basic and lower general tracks. A comparison of school vandalism and lower track enrollment would also probably yield a high correlation.

IV. Tracking and Upward Mobility

The school administration claimed in its "Review of The Track System ---", mentioned above, that the large number of transfers from the basic to higher tracks was an indication of its overwhelming success.

During the 1962-63 year, according to the statistician only 387 out of 28,115 junior high school students moved up from a lower track to one which was higher. This means that only 1.38% of the students moved upward. Nearly twice as many moved downward. The lack of upward mobility is borne out by the fact that the junior high school basic track enrollment increased by more than 30% between 1958 and 1964.

V. Standard Test Performance Before and After Tracking

Table 2 shows that the general and honors tracks combined comprise 54.6% of the total high school enrollment.

TABLE 2 - PERFORMANCE OF 12TH GRADE STUDENTS ON ITED (59-63)

Track	H. S. Students (%)	No. Tests	Test Improved Since 1958	Test Declined Since 1958	No Change Since 1958	Decline or no Change
General	48	16	4	9	3	12
Honors	6.6	16	6	5	5	10
Combined	54.6	32	10	14	8	22

When the test scores for this 55% majority were evaluated, it was found that 32 test were taken since 1959 but 22, or more than 2/3, either showed a decline or no improvement when compared with the 1958 scores. It should be recalled that 1958 was the first year of the system and that those 12th graders had experienced 11 years of untracked education and only one month of tracking.

VI. The administration maintains a policy which denies access to basic track test scores, therefore a complete analysis is not possible. However, this limited analysis shows that for the majority of 12th grade students, more tests have indicated decline than improvement, since the track system's 1958 city wide introduction.

The administration's claim that "... The track system has stimulated the establishment and maintenance of high academic standards," does not appear to be valid for the majority of the students.

VII. Tracking and College Eligibility.

The highly complex world of today demands a higher level of skills and education for its citizens. An educational system can be judged in part by the proportion of its students it prepares for the higher technical or business skills and college.

In the District of Columbia 59.6% of the students are denied the opportunity to compete for college because they are placed in the lower two tracks. Since 53% of our students drop out before graduation and since only 40% of those remaining are eligible for admission to an accredited four year college, this means that less than 20% of the total number of students attending our schools is eligible to attend an accredited four year college. Allowing for those eligibles who do not go, and those who go but do not finish, it is probable that less than 10% of the students who attend our public schools ever graduate from an accredited college.

VIII. Summary.

The superintendent has in front of this committee alternately placed the blame for the failure of our public schools on the children, their parents, some bad principals and teachers, the D.C. Board of Commissioners and four other congressional committees. The data presented here however, indicate that much of the blame for the failure should lie at the superintendent's door.

It can be concluded that:

1. The track system is discriminatory
2. The funds and services are distributed in a discriminatory manner.
3. The track destroys motivation, forces dropouts (18,009) over the last 5 years and leads to delinquency.
4. It is nearly impossible to move upward from one track to another.
5. There has been a declining performance for the majority of students on the 12th grade ITED tests since the track system was initiated.
6. Less than 20% of all students who enter the D.C. Schools are eligible to attend a standard college.

There is social dynamite in this city and our school system is making the charge larger.

Public Schools of the District of Columbia

AMOUNT REQUESTED BY THE BOARD OF EDUCATION, APPROVED BY THE COMMISSIONERS,
AND APPROPRIATED BY THE CONGRESS FOR OPERATING EXPENSES
AND CAPITAL OUTLAY, 1953-66

Year	Board of Education request	Approved by Commissioners	Appropriated by Congress
1953	\$37,870,300	\$26,127,400	\$25,872,200
1954	37,523,900	29,938,900	29,897,900
1955	40,407,500	35,183,760	35,001,570
1956	40,850,350	35,991,300	35,930,300
1957	43,874,776	38,715,576	39,093,326
1958	56,287,000	51,239,500	50,072,772
1959	60,581,535	54,099,668	52,963,968
1960	63,647,914	56,509,500	54,095,500
1961	68,030,527	58,907,000	58,674,700
1962	68,343,366	63,726,900	63,092,110
1963	79,945,380	68,164,350	64,941,400
1964	90,338,250	82,533,000	79,486,593
1965	108,963,169	97,302,300	86,443,377
1966	121,322,225	107,128,500	93,210,450



Prepared by
Department of General Research, Budget, and Legislation
November 1965

THE HISTORY OF THE

REIGN OF
HIS MOST EXCELLENT MAJESTY
CHARLES THE FIRST

BY
JAMES HALLAM, ESQ.

LONDON:
Printed by J. H. B. 1720.

IN TWO VOLUMES.

THE SECOND VOLUME.

1720.

THE HISTORY OF THE
REIGN OF
HIS MOST EXCELLENT MAJESTY
CHARLES THE FIRST

BY
JAMES HALLAM, ESQ.

LONDON:
Printed by J. H. B. 1720.

Def Dep Ex 5 ID
7-20-66 JAP



Public Schools of the District of Columbia

Total Number and Percent of Pupils in the Four-Track Program
in Each Senior High School on October 22, 1964

School	Basic		General		Regular		Honors		Total
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
21 8 Anacostia..	94	6.5	784	54.5	501	34.8	60	4.2	1,439
Kramer									
5 Ballou.....	100	7.4	721	53.7	461	34.3	62	4.6	1,344
Hart									
9 Cardozo....	324	18.2	1,007	56.4	399	22.4	54	3.0	1,784
Bannister									
3 Coolidge...	79	5.1	487	31.6	808	52.5	166	10.8	1,540
Paul									
11 Dunbar.....	237	16.7	964	68.1	215	15.2	--	--	1,416
Shaw									
10 Eastern....	314	12.0	1,446	55.5	744	28.6	102	3.9	2,606
7 McKinley...	94	4.9	767	39.9	946	49.2	116	6.0	1,923
4 Roosevelt..	84	5.5	874	57.2	502	32.9	67	4.4	1,527
6 Spingarn...	221	12.0	1,353	73.5	250	13.6	16	.9	1,840
2 Western....	82	6.6	431	34.6	575	46.1	159	12.7	1,247
1 W. Wilson..	--	--	107	7.8	1,025	75.1	233	17.1	1,365
Total.....	1,629	9.0	8,941	49.6	6,426	35.6	1,035	5.8	18,031

Note 1: The following types of special-education classes are not included in the table:

Orthopedically Handicapped, Visiting Instruction, Boys' School (located in Randall Junior High School), Girls' School (located in Webster Administration Annex), and postgraduates.

~~TRACK PLACEMENTS~~ BY

THE RELATIONSHIP BETWEEN TRACK PLACEMENTS
IN A JR. AN ~~JR. AN~~ SENIOR HIGH SCHOOLS/
AND THE MEDIAN INCOME LEVELS IN THE
CENSUS TRACT SURROUNDING ~~THE~~ SCHOOLS
EACH

Prepared by

Department of General Research, Budget, and Legislation
Office of the Statistician
January 12, 1965

Areas

Public Schools of the District of Columbia

Total Number and Percent of Pupils in the Three-Track Program
in Each Junior High School on October 22, 1964

School (1)	Basic		Regular		Honors		Total
	Number (2)	Percent (3)	Number (4)	Percent (5)	Number (6)	Percent (7)	Number (8)
Backus.....	77	5.9	1,125	86.9	93	7.2	1,295
Banneker.....	220	13.6	1,344	83.0	55	3.4	1,619
Browne.....	338	25.1	983	72.9	28	2.0	1,349
Deal.....	30	2.5	681	56.5	495	41.0	1,206
Douglass.....	254	23.3	836	76.7	--	--	1,090
Eliot.....	164	13.3	1,015	82.1	58	4.6	1,237
Evans.....	165	18.6	723	81.4	--	--	888
Francis.....	182	21.1	682	78.9	--	--	864
Garnet-Patterson.	192	21.8	687	78.2	--	--	879
Gordon.....	45	4.3	841	80.7	156	15.0	1,042
Hart.....	93	6.6	1,200	84.7	124	8.7	1,417
Hine.....	133	14.1	811	85.9	--	--	944
Jefferson.....	55	8.5	401	61.8	193	29.7	649
Kramer.....	115	9.9	973	84.0	71	6.1	1,159
Langley.....	119	10.2	1,053	89.8	--	--	1,172
Macfarland.....	97	6.9	1,250	88.3	69	4.8	1,416
Miller.....	149	12.3	975	80.3	90	7.4	1,214
Paul.....	66	5.5	940	78.1	198	16.4	1,204
Randall.....	242	22.7	825	77.3	--	--	1,067
Shaw	532	36.0	946	64.0	--	--	1,478
Sousa.....	205	16.3	997	79.3	56	4.4	1,258
Stuart.....	251	25.3	743	74.7	--	--	994
Taft.....	107	8.5	1,053	83.9	95	7.6	1,255
Terrell.....	224	17.4	1,063	82.6	--	--	1,287
Woodson.....	154	12.1	1,106	86.5	18	1.4	1,278
Total.....	4,209	14.4	23,253	79.5	1,799	6.1	29,261

Note 1: The following types of special-education classes are not included in the table:

Social Adjustment, Hearing Conservation, Sight Conservation, Braille, Orthopedically Handicapped, Visiting Instruction, Boys' School (located in Randall Junior High School), and Girls' School (located in Webster Administration Annex).

Prepared by

Department of General Research, Budget, and Legislation
Office of the Statistician
January 12, 1965

THE UNIVERSITY OF CHICAGO DEPARTMENT OF CHEMISTRY RECORD OF RESEARCH

GENERAL INFORMATION						
Project No.	1	Investigator	J. H. Duerksen	Co-Investigator		Date
Subject	The Chemistry of the Carbonyl Group					
Objectives	To study the reaction of carbonyl compounds with various reagents.					
Materials	Acetone, Benzaldehyde, Formaldehyde, etc.					
Apparatus	Refluxing apparatus, distillation apparatus, etc.					
Procedure	See attached notes.					
Results	See attached notes.					
Conclusions	See attached notes.					
References	See attached notes.					
Summary	See attached notes.					
Comments	See attached notes.					

This record is to be kept in the laboratory notebook. It should be filled out as the work progresses. The record should be kept in the laboratory notebook. It should be filled out as the work progresses.

The record should be kept in the laboratory notebook. It should be filled out as the work progresses. The record should be kept in the laboratory notebook. It should be filled out as the work progresses.

The record should be kept in the laboratory notebook. It should be filled out as the work progresses. The record should be kept in the laboratory notebook. It should be filled out as the work progresses.

Public Schools of the District of Columbia

NUMBER AND PERCENT OF GRADUATES, BY TRACKS, IN THE SENIOR HIGH SCHOOLS, 1959 THROUGH 1964

Summary Table

Year	Basic Track		General Track		Regular Track		Honors Track		Total Graduates
	No. (2)	Pct. (3)	No. (4)	Pct. (5)	No. (6)	Pct. (7)	No. (8)	Pct. (9)	
1959	350	11.1	1,463	46.6	1,042	33.2	285	9.1	3,140
1960	380	11.8	1,482	45.9	1,073	33.2	293	9.1	3,228
1961	467	14.7	1,313	41.3	1,150	36.1	253	7.9	3,183
1962	442	14.2	1,420	45.6	967	31.0	285	9.2	3,114
1963	338	10.9	1,332	42.8	1,117	35.9	325	10.4	3,112
1964	293	8.5	1,436	41.6	1,372	39.7	353	10.2	3,454

Note: Information secured from the principal of each senior high school.

Prepared by
Department of General Research, Budget, and Legislation
Office of the Statistician
January 25, 1965

Public Schools of the District of Columbia

SUMMARY TABLE

NUMBER AND PERCENT OF PUPILS IN THE THREE-TRACK PROGRAM IN THE JUNIOR HIGH SCHOOLS
1959-1960 THROUGH 1964-1965

School Year	Basic Track		Regular Track		Honors Track		Total
	No. (2)	Pct. (3)	No. (4)	Pct. (5)	No. (6)	Pct. (7)	No. (8)
1959-1960	2,569	11.9	18,068	83.3	1,045	4.8	21,682
1960-1961	3,124	13.0	19,455	81.1	1,419	5.9	23,998
1961-1962	3,457	13.1	21,356	80.9	1,570	6.0	26,383
1962-1963	4,218	15.0	22,215	78.9	1,722	6.1	28,155
1963-1964	4,499	15.5	22,758	78.3	1,793	6.2	29,050
1964-1965	4,209	14.4	23,253	79.5	1,799	6.1	29,261

Note 1: The following types of special-education classes are not included in the table:

Social Adjustment, Hearing Conservation, Sight Conservation, Braille,
Orthopedically Handicapped, Visiting Instruction, Boys' School (located in Randall
Junior High School), and Girls' School (located in Webster Administration Annex).

Note 2: Data as of the end of first six weeks in each year.

Prepared by
Department of General Research, Budget, and Legislation
Office of the Statistician
January 7, 1965

Public Schools of the District of Columbia

SUMMARY TABLE

NUMBER AND PERCENT OF PUPILS IN THE FOUR-TRACK PROGRAM IN THE SENIOR HIGH SCHOOLS
1958-1959 THROUGH 1964-1965

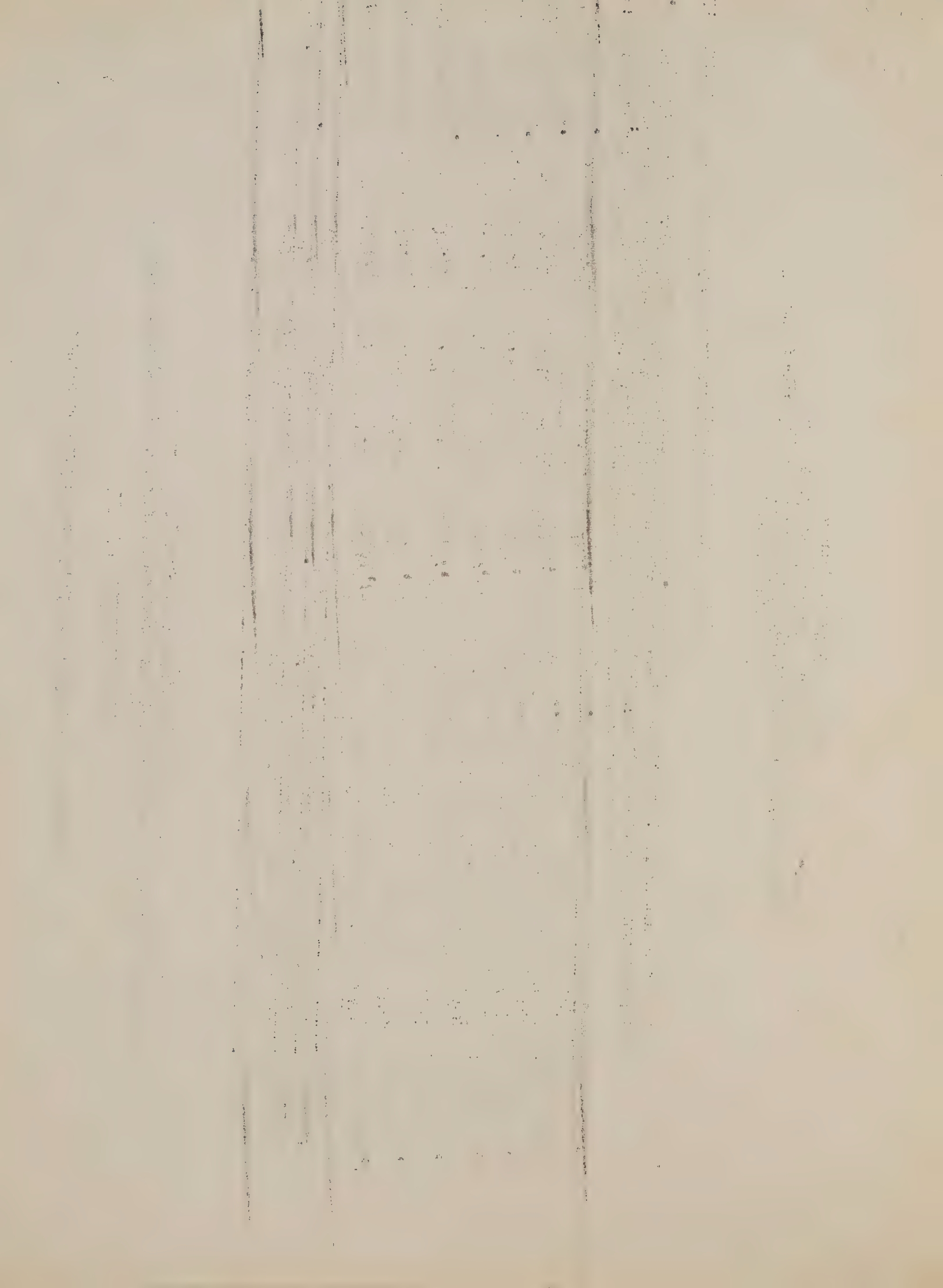
School Year (1)	Basic Track		General Track		Regular Track		Honors Track		Total No. (10)
	No. (2)	Pct. (3)	No. (4)	Pct. (5)	No. (6)	Pct. (7)	No. (8)	Pct. (9)	
1958-1959	3,026	22.6	5,575	41.7	3,884	29.0	892	6.7	13,377
1959-1960	2,904	22.0	5,594	42.4	3,795	28.8	900	6.8	13,193
1960-1961	2,321	18.3	5,572	44.1	3,780	29.9	969	7.7	12,642
1961-1962	2,074	16.1	5,692	44.2	4,002	31.1	1,106	8.6	12,874
1962-1963	1,799	12.6	6,455	45.3	4,856	34.0	1,155	8.1	14,265
1963-1964	1,760	10.8	7,812	48.0	5,628	34.6	1,075	6.6	16,275
1964-1965	1,629	9.0	8,941	49.6	6,426	35.6	1,035	5.8	18,031

Note 1: The following types of special-education classes are not included in the table:

Orthopedically Handicapped, Visiting Instruction, Boys' School (located in Randall Junior High School), Girls' School (located in Webster Administration Annex), and post graduates.

Note 2: Data as of the end of first six weeks in each year.

Prepared by
Department of General Research, Budget, and Legislation
Office of the Statistician
January 7, 1965



Public Schools of the District of Columbia

TABLE SHOWING THE CURRICULUMS (TRACKS) OFFERED IN THE VARIOUS SENIOR HIGH SCHOOLS FOR THE YEARS INDICATED

Key: Y - Yes N - None

School	1961-62				1962-63				1963-64				1964-65				1965-66			
	Basic	General	Regular	Honors	Basic	General	Regular	Honors	Basic	General	Regular	Honors	Basic	General	Regular	Honors	Special Academic	General	Regular	Honors
Anacostia	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Ballou	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Cardozo	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Coolidge	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Dunbar 1508	Y	Y	Y	N	Y	Y	Y	N	Y	Y	Y	N	Y	Y	Y	N	Y	Y	Y	N
Eastern	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
McKinley	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Roosevelt	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Spingarn	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Western	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
W. Wilson	N	Y	Y	Y	N	Y	Y	Y	N	Y	Y	Y	N	Y	Y	Y	N	Y	Y	Y

1508 = 9.5% Negro
Department of General Research, Budget, and Legislation
Office of the Statistical Analyst
June 30, 1966

3
5896 = 0.1



MOVEMENT BETWEEN TRACKS
FROM JUNE, 1963 TO JUNE 30, 1964 ✓

CC
B-1

Senior High

	Anacostia	Ballou	Cardozo	Coolidge	Dunbar	Eastern	McKinley	Roosevelt	Spingarn	Western	Wilson	TOTAL
Honors to Regular		3	8	2		30		2		24	56	125
Honors to General			2 ✓			5 ✓						7
Honors to Basic												
SUB-TOTAL		3	10	2		35		2		24	56	132
Regular to Honors		14	9	14		8	1	1		26	24	97
Regular to General	24	46	17	59	6	54	18	16	16	35	7	298
Regular to Basic		1	13						1			15
SUB-TOTAL	24	61	39	73	6	62	19	17	17	61	31	410
General to Honors												
General to Regular	2	21	49	78	10	110	19	62	4	34	15	404
General to Basic	1	16	44	5		55	3	5	4	13		146
SUB-TOTAL	3	37	93	83	10	165	22	67	8	47	15	550
Basic to Honors												
Basic to Regular						4			1			5
Basic to General	3	41	33	8	23	120	6	17	4	4		259
SUB-TOTAL	3	41	33	8	23	124	6	17	5	4		264
GRAND TOTAL	30	142	175	166	39	386	47	103	30	136	102	1356

8/5/64
Junior-Senior High
School Office

School Population ⁶³ 1964 16,385 591 went down
761 went up



Documentation of Track Interability

7/20/64
Junior-Senior High
School Office

2	2037	Mer +	He -
1	2037	Mer +	He -

High Enrollment 29,579 As of 10/22/64
Pop. Membership as Oct 21, 1965 - School Dept

18

MOVEMENT BETWEEN TRACKS
SEPTEMBER 1961 - JUNE 1962

Documentation on
Sn High Track inflexibility

<u>Sn High</u>	Anacostia	Ballou	Cardozo	Coolidge	Dunbar	Eastern	McKinley	Roosevelt	Spingarn	Western	Wilson	Total
Honors to Regular	3			2						1	5	11 d
Honors to General			1			1						2 d
Honors to Basic												
SUB-TOTAL	3		1	2		1				1	5	13 d
Regular to Honors	3	1	2	4				1		2	2	15 u
Regular to General	18	2	18	8	1	15		2		10		74 d
Regular to Basic			5	1		1						7 d
SUB-TOTAL	21	3	25	13	1	16		3		12	2	96
General to Honors												
General to Regular	3		13	5		25		7		4		57 u
General to Basic			7	5		2				5		19 d
SUB-TOTAL	3		20	10		27		7		9		76
Basic to Honors												
Basic to Regular												
Basic to General		1	24	2		4		4	5	1		41 u
SUB-TOTAL		1	24	2		4		4	5	1		41
GRAND TOTAL	27	4	70	27	1	48		14	5	23	7	226

1/8/63

Junior-Senior High
School Office

113 went down
12,973 113 went up

Pupil Population Report Board of
Edu. Nov. 9, 1965

